

Year 6
Term 4, Week 2
Monday - Friday



Name: _____ **Class:** _____



GLENDORE PUBLIC SCHOOL

Where Everyone can Succeed



CALLAGHAN
EDUCATION
PATHWAYS

RESPECT










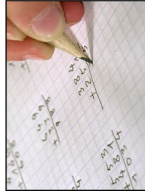



CARING

LEARNING

SUCCESS

Year 6 – Term 4, Week 2

Continuity of Learning – Working at Home Program

Daily Tasks					
Times	Monday	Tuesday	Wednesday	Thursday	Friday
Morning Session	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Lesson 1 Pre-test</i></p> <p>Complete your pre-test in today's Microsoft Form or in your hardcopy booklet.</p> <p>Editing Task</p> <p>Complete your editing task on the Amazon Rainforest on today's Microsoft Form or in your hardcopy booklet.</p>	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Lesson 2</i></p> <p>Complete your grammar lesson in today's Microsoft Form or in your hardcopy booklet.</p> <p>Reading</p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Lesson 3</i></p> <p>Complete your grammar lesson in today's Microsoft Form or in your hardcopy booklet.</p> <p>Reading</p>  <p>Login to Epic Listen to a story or read a story or complete the comprehension worksheet in hardcopy booklet.</p>	<p>Spelling</p>  <p>Complete the spelling activities on today's Microsoft Form or in your hardcopy booklet.</p> <p>DREW – Drop Everything and Write</p>  <p>Use the prompt in today's Microsoft Form or in your hardcopy booklet.</p> <p>Reading</p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the comprehension task in your hardcopy booklet.</p>	<p>Reading</p>  <p>Complete the individually assigned tasks on Reading Eggspress or complete the cloze passage task in your hardcopy booklet.</p> <p>Grammar in Writing</p>  <p><i>Lesson 4 - Post Test</i></p> <p>Complete your post-test in today's Microsoft Form or in your hardcopy booklet.</p>



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Fruit and Movement Break			
Eat a piece of fruit or vegetable and take a 10 minute movement break. This could include doing a quick workout video or dance, creating your own circuit, playing a game with a sibling or making up your own movement activity.			
Writing <i>Poetry – Acrostic Poem</i> Complete your writing task in today's Microsoft Form or in your hardcopy booklet.	Writing <i>Poetry – Haiku Poetry</i> Complete your writing task in today's Microsoft Form or in your hardcopy booklet.	Writing <i>Poetry – Haiku Poetry</i> Complete your writing task in today's Microsoft Form or in your hardcopy booklet.	English Unit <i>Sadako and the Thousand Paper Cranes Chapters 7-9</i>
Recess Break	Recess Break	Recess Break	Recess Break
Middle Session			
You can either choose a story on Epic or you can read a book from home			
Maths Complete activities in today's Microsoft Form or in your hardcopy booklet.	Maths Complete activities in today's Microsoft Form or in your hardcopy booklet.	Maths Complete activities in today's Microsoft Form or in your hardcopy booklet.	Maths Complete activities in today's Microsoft Form or in your hardcopy booklet.
			
Complete individually assigned tasks on Mathletics if you have access.	Complete individually assigned tasks on Mathletics if you have access.	Complete individually assigned tasks on Mathletics if you have access.	Complete tasks on Prodigy if you have access.



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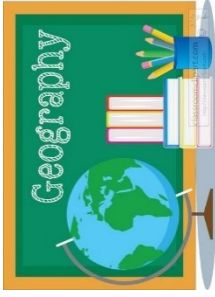



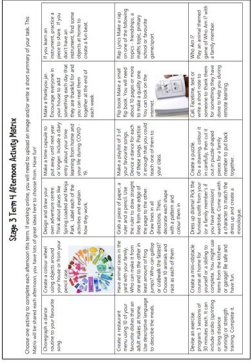
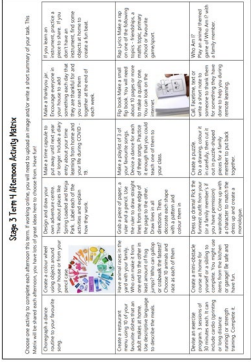

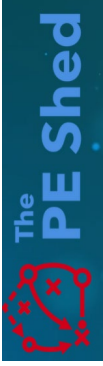

Where Everyone can Succeed

RESPECT

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	Science	Geography	CAPA	PD/Health	PE
	<p>Complete Science activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Geography activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Visual Art activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete Nutrition activities in today's Microsoft Form or in your hardcopy booklet.</p> 	<p>Complete the PE activity listed in today's Microsoft Form or in your hardcopy booklet.</p> 
Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
Afternoon Session	<p>Matrix Activity</p> <p>Complete one activity from the Choice Matrix.</p> 	<p>Matrix Activity</p> <p>Complete one activity from the Choice Matrix.</p> 	<p>BTN</p> <p>Watch the latest episode of BTN -</p>  <p>https://www.abc.net.au/btn/classroom/</p> <p>No Access? Create your own BTN segment.</p>	<p>PE Shed</p> <p>Chose and activity from the PE Shed and upload a picture/video of yourself doing it or complete the activity in your workbook.</p>  <p>https://www.thepeshed.com/video-channel/</p>	<p>Origami</p> <p>Follow the instructions in the booklet to fold your own paper crane.</p> 



Monday

Spelling

List Word	Practice	List Word	Practice
division		irregular	
previous		endeavour	
gradual		celebration	
patience		suspicious	
pedigree		enthusiasm	
ancient		efficient	
original		systematic	
imagine		vulnerable	
practice		exaggerate	
opposite		organisation	
distances		<u>litigation</u>	
particular		<u>livelihood</u>	
important		<u>llama</u>	
necessary		<u>locum</u>	
experience		<u>luxuriant</u>	

Activity 1 – Alphabetical Order

Write your list words in alphabetical order. Only include the extension words if you usually complete extension words in your class.

1.		6.		11.		16.		21.	
2.		7.		12.		17.		22.	
3.		8.		13.		18.		23.	
4.		9.		14.		19.		24.	
5.		10.		15.		20.		25.	

Activity 2 – Dictionary Meanings

Choose 5 words and write their **dictionary** meanings below. Do not just write down what you think they mean.

1.

2.

3.

4.

5.

Year 6 Grammar in Writing Term 4 Week 2

Monday



Brainstorm words that will help you write a great paragraph (adjectives, nouns, similes etc)

Write your best paragraph here

Challenge Word	Definition	Example Sentence
astonishing	extremely surprising or impressive; amazing	The truck can hold an astonishing amount of stuff
distribute	give a share or a unit of (something) to various people	The hay was distributed to all the neighbouring farms.
strenuous	requiring or using great effort or exertion.	Teachers made strenuous efforts to upgrade the quality of resources.
sweltering	uncomfortably hot	It was a sweltering day on the farm.
ranch	a large farm that produces a particular crop or animal	He was working on the ranch , one hundred kilometres away.
torrid	very hot and dry	The torrid heat of the afternoon made me faint.

Name: _____

Date: _____

Text 3 - The Amazon Rainforest

Correct the text using editing marks. There are 20 errors to find.

The amazon is the worlds' largest tropical rainforest. It covers 5 500 000 square kilometers across nine countries in south America?

The Amazon was one of the most biodiverse enviroments on the planet it contains around 2.5 million species of insect's, 40 000 plant species over 1200 types of birds, more than 450 reptile species', at least 420 frog species and 430 mammel species.

the Amazon Rainforest is home to to many dangerous animals, such as anacondas poisonous frogs and vampire bats. Did you know that one of the most harmful species is the mosquito. These tiny insect can pass on deadly deseases such as malaria and dengue fever

Editing Marks


Capital letter 

End punctuation  

Insert a word 

Change to lower case 

Take something out 

Check spelling 

New paragraph 

Write the text correctly on the lines below.

Writing - Poetry

There are many types of poetry:

Haiku	Concrete	Ballad
Acrostic	Ode	Diamante
Cinquain	Limerick	Song

Today we are looking at **Acrostic Poetry**.

Optional – watch the video explaining Acrostic Poems <https://youtu.be/qwhdXU3KXg8>

ACROSTIC

Purpose

Acrostic poems describe a particular topic.

Structure

Acrostic poems contain a topic word, written vertically down the page. Each letter of the word begins a new description.

Rhythm

Acrostic poems do not usually follow a rhythm pattern.

Rhyming Pattern

Acrostic poems do not usually rhyme.

Example

Here is an example acrostic poem about witches.

Whizzing through the night sky
In and out, she weaves through the clouds
Ttightly grasping her broomstick
Casting her mystical spells
Hiding in darkness



Acrostic Poem Writing

Reminder:

Alliteration

Alliteration is the repetition of the same or similar kinds of sounds at the beginning of words.

E.g., The snake slowly slithered past on her way to seek silence.

Task: Create an acrostic poem about a Tiger. Make sure you are using alliteration.

T _____

I _____

G _____

E _____

R _____

Task: Create an acrostic poem about Music. Make sure you are using alliteration.

M _____

U _____

S _____

I _____

C _____

Year 6 Maths – Term 4, Week 2 – DATA – Graphs – Monday – Lesson 1

Timetables

Hardcopy –

Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:

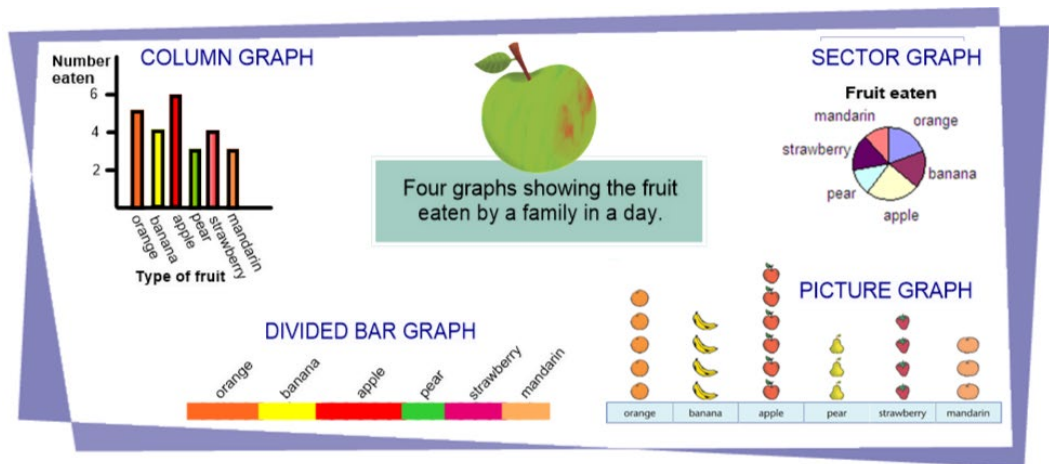
Monday 11th October			
1) $30 = 10 \times \underline{\quad}$	2) $11 \times \underline{\quad} = 121$	3) $36 = \underline{\quad} \times 3$	4) $32 = 8 \times \underline{\quad}$
5) $18 = 3 \times \underline{\quad}$	6) $6 \times \underline{\quad} = 72$	7) $10 = 2 \times \underline{\quad}$	8) $\underline{\quad} \times 8 = 16$
9) $5 \times \underline{\quad} = 50$	10) $\underline{\quad} \times 11 = 77$	11) $28 = \underline{\quad} \times 7$	12) $6 \times \underline{\quad} = 48$
13) $\underline{\quad} \times 11 = 132$	14) $25 = 5 \times \underline{\quad}$	15) $6 \times \underline{\quad} = 24$	16) $3 \times \underline{\quad} = 15$
17) $66 = 11 \times \underline{\quad}$	18) $\underline{\quad} \times 11 = 132$	19) $\underline{\quad} \times 2 = 22$	20) $\underline{\quad} \times 3 = 24$

Data - Graphs



Please read through the following information carefully then answer the questions as best you can.

Graphs can be seen everywhere. Companies, governments and all kinds of organisations use graphs to communicate to the world. You can see graphs on TV, on the internet and in advertisements. Graphs can often be misleading. The way a graph looks does not always match the data it is representing. In this topic, we are going to look at some examples of misleading column and line graphs and show you how to not fall for any tricks!



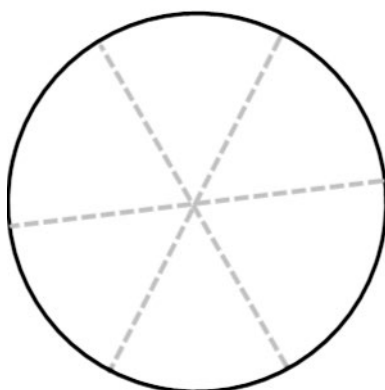
Which type of graph most clearly shows this data?

Question 1 – From the four graphs showing the fruit eaten but a family in a day, which graph do you think most clearly shows the data. What graph is easiest to read and understand? Explain your answer.

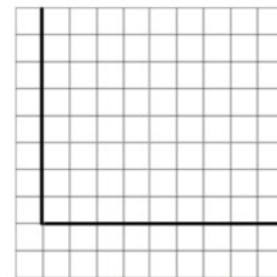
Question 2 – A bag contains 6 apples, 2 pairs of scissors, 2 glue sticks and 2 staplers. Using this information and the blank graphs below you are to draw a divided bar graph, a column graph and a picture graph of this information.



divided bar graph



sector graph

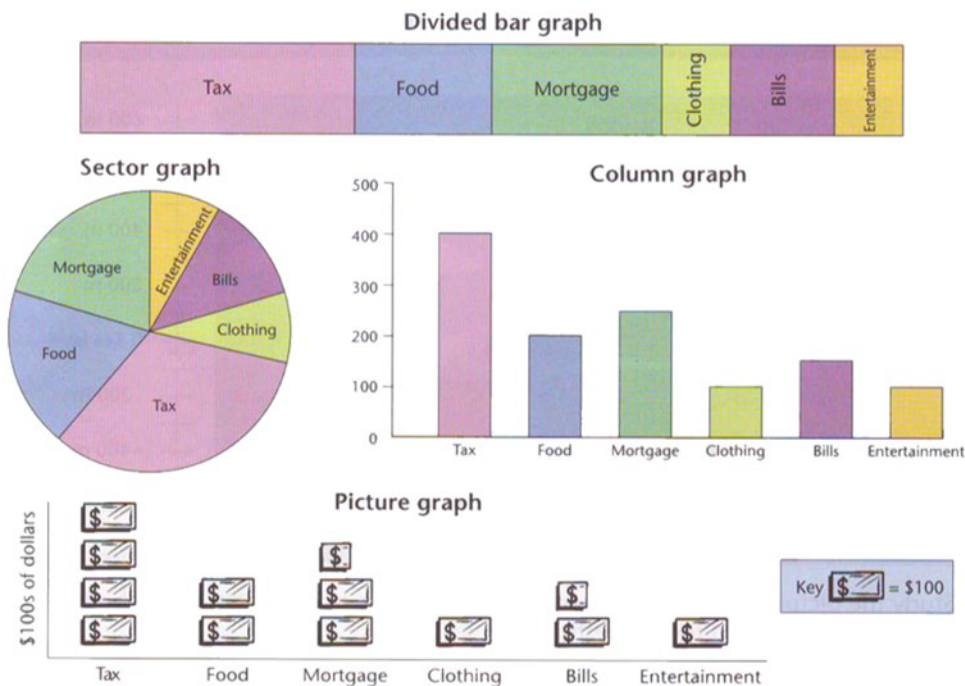


column graph

Apples	Scissors	Glue stick	Staplers
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picture graph

Question 3 – Use the graphs below to answer the following questions. Each graph represents the same data but is presented in a slightly different way. Each of the four graphs show how a weekly family income of \$1,200 is spent.



a) Which graph or graphs do you think is good for an overall picture of the amount spent? Explain your answer. _____

b) Which graph is best for reading off accurate amounts? Explain your answer. _____

c) Which other graph can be used to read off reasonably accurate amounts? Explain. _____

d) Can accurate amounts be read from the divided bar or sector graphs? Explain _____

e) Which graph or graphs would be best for showing how a total is divided? Explain _____

f) for the following types of graphs (you may need to go back to the first pages to see what they look like) give examples of where each type of graph could be useful in presenting data? Where might you see these graphs?

Stage 3 research information Term 4 Lesson 1 2021

Aboriginal astronomy: The science of mapping the sky and the seasons

First Nations peoples have read skies for over 65,000 years, making them one of the world's first astronomers.

This ancient science has been passed down from generation to generation, woven into Dreamtime stories.

When Wiradjuri woman Kirsten Banks, an astrophysicist with the Sydney Observatory, began studying astronomy at university she soon realised how much knowledge was contained in those stories.

"Astronomy for our ancestors was very integral to their lives. We needed it for finding food, for learning law [and] knowing how to direct yourselves at night time," Ms Banks told The Point.

She's determined to validate Aboriginal astronomy as a legitimate science and has recently published research looking at the role of the planets in Aboriginal stories.

"We've actually found that you can navigate using the path of the planets in the sky because all the planets at the moment... appear to fall in a line called the ecliptic, which is the apparent path of the sky," she said.

"There's Wardaman tradition saying that the planets are the elders, the spirits, that walk the path forwards and backwards: that's retrograde motion."

Indigenous storyteller Drew Roberts gives cultural tours of Sydney's Centennial Park.

"I come from a saltwater nation, so that means that we don't actually eat fish predominantly from a river," he told The Point.

"So a certain tree will actually connect with a certain thing within the sky and tell me that the fish have actually come out of the river and gotten the black weed and the dirt out of them, so they no longer taste like mud."

Mr Roberts thinks Aboriginal astronomy can also be used to help the planet in the future.

"I was taught you are one grain of sand in the universe and you're meant to have as much impact as any other grain of sand – minimal, or what the Australian government like to call sustainability, but our cultures have been practicing that for generations upon generations."

"You only take what you need and Mother Nature will provide it for you when she is ready."

Research

The Southern Cross - a star guide

By [Louise Maher](#) (666 Field and Online Reporter)

The Southern Cross in the night sky has guided travellers, intrigued astronomers and inspired poets and musicians. Its five stars have been used as a sign of rebellion and as a sometimes controversial symbol of national pride.

Professor Matthew Colless, the Director of the Research School of Astronomy and Astrophysics at the Australian National University, is a big fan of the Southern Cross.

"I find it just a lovely constellation," he says, in his office at the Mt Stromlo observatory high above Canberra.

"For me, as for many Australians, it's the most famous, the most visible, most memorable and most personally relevant constellation."

Crux

The Southern Cross is officially an asterism, a collection of stars that belongs to the constellation of Crux. With the two pointers (which belong to the constellation of Centaurus) it can be used as a navigational tool to find the South Pole.

The five stars that make up the Southern Cross - Alpha, Beta (also known as Mimosas), Delta, Gamma and Epsilon Crucis - are 10 to 20 million years old. The closest is 88 light-years from Earth, the furthest 364 light-years away.

Professor Colless says the stars were known to the Ancient Greeks and Egyptians but by Roman times the Southern Cross had sunk below the horizon, disappearing from sight in the Northern Hemisphere.

"It was lost for many years," explains Professor Colless, "until it was rediscovered by the Portuguese when they began to circumnavigate the globe."

Fair and Beautiful

The Italian explorer Andrea Corsali, who worked for the powerful Giuliano de Medici of Florence, observed the Southern Cross during a Portuguese voyage to India.

In a letter to his patron he drew a rough diagram of it and wrote "this cross is so fair and beautiful". The original letter hasn't survived but a 1516 copy inscribed on vellum is held in the collection of the State Library of New South Wales and has been on display in the *Mapping our World* exhibition at the National Library of Australia.

Exhibition co-curator Dr Susannah Helman says there are earlier depictions of the Southern Cross but Corsali was the first to draw and describe it as a separate constellation.

"You can sort of see many more stars than we know in the Southern Cross but what you have is some stars that seem to be in a cross like the Southern Cross we know," says Dr Helman.

Law and customs

Inhabitants of the Southern Hemisphere, including the Incas of South America and indigenous Australians, have always been familiar with the Southern Cross.

Dr Duane Hamacher, a research scientist and ethno-astronomer at the University of New South Wales, says that because there are hundreds of different Aboriginal language groups there are many different stories about the Southern Cross.

"It tells people about when seasons are changing, when food sources are coming in and also gives them a social aspect," Dr Hamacher says. "A lot of the law and the customs are recorded in the stars and the Southern Cross is very important for that."

In areas of South Australia and Queensland the Southern Cross represents a sting ray.

"Sometimes the two pointer stars represent fisherman pursuing the sting ray or it might represent two sharks chasing the sting ray."

From western Victoria there's a story about a man who was chased up a tree by a large emu and in punishment for his cowardice he was turned into a possum.

"So if you look at the Southern Cross it actually represents a possum at the top of a tree," explains Dr Hamacher. "The very top star ... is red. That represents the possum."

Symbol of resistance

In the mid 19th century the Southern Cross was used by some groups of early white settlers, including the Anti-Transportation League, as a symbol of resistance to imperial powers.

In 1854 it was famously flown at the Eureka Stockade.

"The Southern Cross became a symbol for the miners on the goldfield of their independence," says Michael Evans, the Manager of Visitor Experience at the Museum of Australian Democracy. "They put the five stars on their flag that symbolised their rebellion and which they swore an oath of allegiance to."

Tattoo

The Southern Cross has also been used as a sign of resistance in modern protest movements such as the anti-coal seam gas campaign.

For a few years it was also a popular tattoo.

Tattoo artist Peter "Bones" Bone says its popularity has waned, with many people now wanting it removed, perhaps because of its "bogan" association, but it's still favoured by newly nationalised Australians and members of the Australian Defence Force.

"I suppose [it's] their interpretation of wearing their Australian pride," he says. "A lot of military people definitely wear it as a badge of honour and you do find a lot of people particularly when they go on longer deployments ... are drawn towards that type of tattoo."

The Australian flag

The Southern Cross appears on the national flags of New Zealand, Papua New Guinea, Samoa and Brazil as well as on the Australian flag.

The Australian flag featuring the Union Jack, the Commonwealth star and the five stars of the Southern Cross was first flown in 1901.

Mr Evans says many Australians would be surprised to learn it didn't become the official flag until the Queen signed it into law during her first visit to Australia.

"It is only since 1954 that we have officially had a national flag," he says. "And that is the one we know now that proudly shows the Southern Cross."

Star in Southern Cross constellation now known by traditional Aboriginal name

For thousands of years, the Wardaman people of northern Australia have had a name for the smallest of the five stars that make up the Southern Cross.

Key points:

- The smallest star of the Southern Cross is known as Ginan
- That name has been recognised by the International Astronomical Union
- It's one of four new Aboriginal and Torres Strait Islander names recognised

They call it Ginan — a name that's now been officially recognised by the International Astronomical Union (IAU).

"It was very exciting to give an Aboriginal name to the fifth star of the Southern Cross," said Dr Duane Hamacher, a senior research fellow at Monash University's Indigenous Study Centre.

"It was seen by the Wardaman people as a small dilly bag full of knowledge, songs of knowledge that were passed on."

Ginan is one of four Aboriginal and Torres Strait Islander names that were officially recognised last month by the IAU, which represents a network of 12,000 professional astronomers.

Stars used to only be referred to by their 'Bayer designation'

Until recently, the IAU only referred to stars by their Bayer designation, which is a combination of a Greek letter and the Latin name of the constellation.

"All cultures around the world have their own names for the stars," Dr Hamacher said.

"There are literally thousands and thousands of names for each potential star in the sky.

"What we've done is we've gone through and we've officially assigned one name to each of the stars."

Naming 'a great step'

Of the four new Aboriginal and Torres Strait Islander names that have been recognised, three of them come from the Wardaman people, who come from a region south-west of Katherine in the Northern Territory.

The names — Ginan, Wurrun and Larawag — have been passed on by Wardaman elder Bill Yidumduma Harney, who has published two books on his people's astronomical knowledge.

The fourth Aboriginal star name is Unurgunite, which comes from the Boorong people of the Wergaia language group in north-western Victoria.

"It's very important that modern astronomy and modern science in general works on decolonising this space and really acknowledging and learning from traditional, Indigenous and Aboriginal knowledge systems and languages," Dr Hamacher said.

"So this is a great step in that direction."

Dr Duane Hamacher is an expert in Indigenous astronomy.

Dr Hamacher said [Indigenous knowledge about celestial bodies](#) is highly complex and has been formed over tens of thousands of years.

"Everything that is on the land is reflected in the sky," he said.

"So the behaviour of the plants and the animals and the seasons and the weather and how to navigate — that is reflected in the sky.

"So all the traditions have a scientific component and they have a social component.

"You can learn about that if you just sit and talk with the elders."

Songlines

Behind the artwork that lit up the Opera House at Vivid LIVE 2016, listen to link online.

<https://www.sydneyoperahouse.com/backstage/backstage-articles/songlines-at-vivid-live-2016.html>

Celebrating First Nations' spirituality and culture through the songlines of our land and sky, Rhoda Roberts, Head of First Nation's Programming at Sydney Opera House and the director of 2016's *Lighting the Sails*, tells the story of songlines and why this ancient knowledge is at the core of Indigenous and Australian identity.

2



Look at the image to explore the night sky. Discuss the question prompts with your class.



Aboriginal and Torres Strait Islander Peoples are thought to be the oldest continuous culture on Earth. This makes them the first astronomers in the world.

Some Dreamtime stories and traditions that have been passed down orally by Aboriginal and Torres Strait Islander People interpret the night sky. These stories explain an understanding of how astronomy can assist them to live in harmony with the land by indicating the change of seasons, food availability, explaining tides, eclipses, and the rising and setting of the Sun and Moon.


3



Read the article, then watch the video about ancient astronomy in Australia.

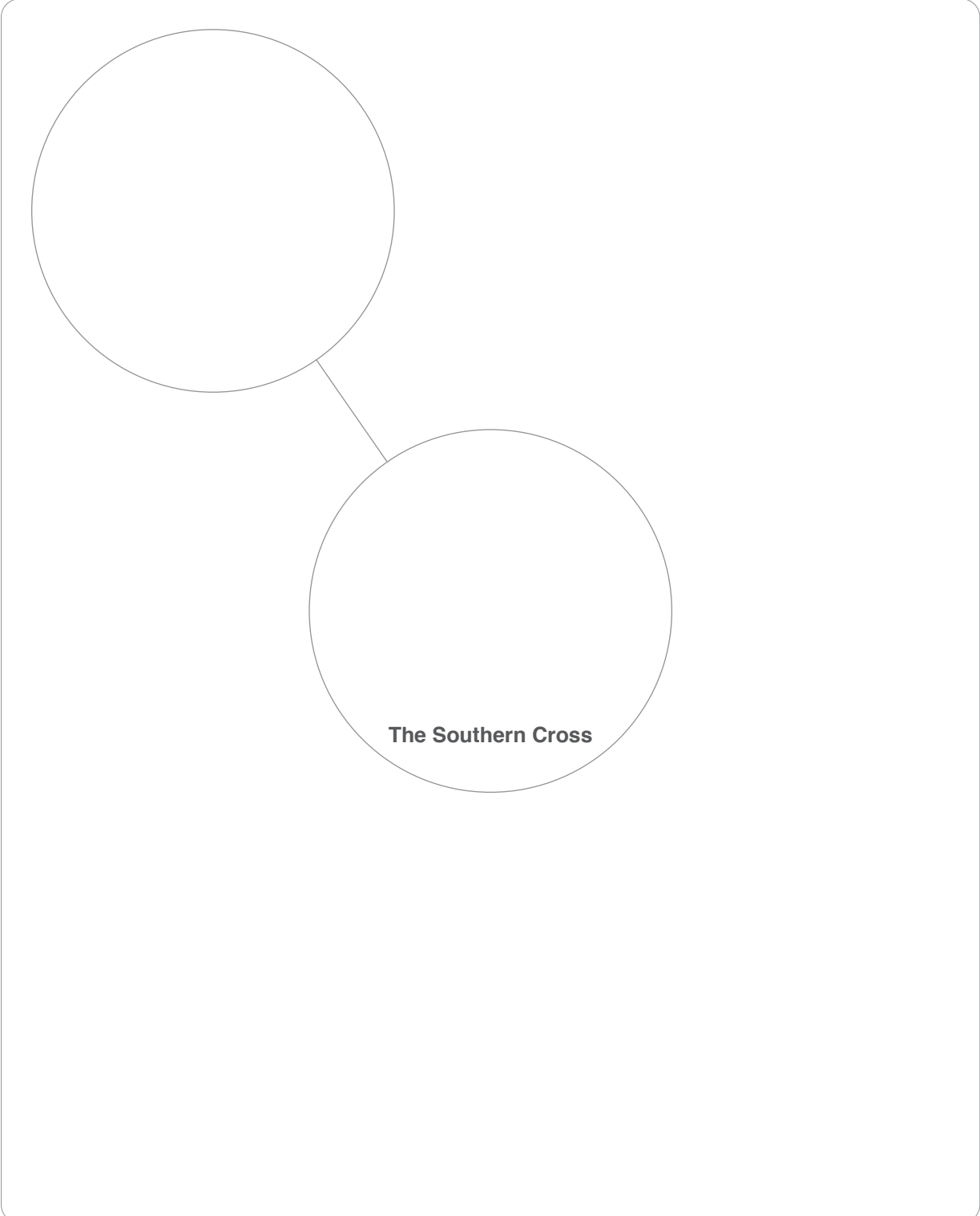
a Why is astronomy important to Aboriginal and Torres Strait Islander Peoples' daily lives?

b How is the Celestial Emu important to Indigenous groups of Australia?

4  Listen to a Dreamtime story about the Southern Cross. Think and talk about how the story by James Miller explains the importance of the Southern Cross to Indigenous People.



 Read about the Southern Cross constellation.

Draw the Southern Cross constellation, then use the mind map to show how and why it is significant.



Stage 3 Term 4 Afternoon Activity Matrix

Choose one activity to complete each afternoon this term. If working online, you will need to upload an image and/or write a short summary of your task. This Matrix will be shared each afternoon, you have lots of great ideas here to choose from. Have fun!

<p>Choreograph a dance routine to your favourite song.</p>	<p>Create a colour wheel using objects around your house or from your pencil case.</p> 	<p>Design and draw your own adventure centre. Think about places like Spring Loaded and Ninja Park. Label each of the activities and explain how they work.</p>	<p>Make a time capsule to put away until next year or longer. Include a diary entry about your time learning from home and your life during COVID - 19.</p>	<p>Make a thankyou jar. Encourage everyone in your house to add something each day that they are thankful for and you can read them together at the end of each week.</p>	<p>If you learn an instrument, practice a piece to share. If you don't have an instrument, find some objects at home to create a fun beat.</p>
<p>Create a restaurant menu using 10 of your favourite dishes that an adult makes at home. Use descriptive language to describe the meals.</p>	<p>Have animal races in the yard with your family. Who can make it from one end to the other in least amount of frog jumps? Who can gallop or crabwalk the fastest? Choose 10 animals and race as each of them</p>	<p>Grab a piece of paper, a ruler and a pencil. Use the ruler to draw straight lines from one edge of the page to the other. Draw lines in all directions. Then, decorate each shape with a pattern and colour them in</p>	<p>Make a playlist of 3 of your favourite songs. Devise a dance for each of these songs. Practice it enough that you could teach one of them to your class.</p>	<p>Flip book Make a small flip book. You will need about 10 pages or more to make a quality one. You can look on the internet.</p> 	<p>Rap Lyrics Make a rap on one of the following topics - friendships, a maths topic, primary school or favourite game/sport.</p>
<p>Devise an exercise program. 3 sessions of 30 minutes each. It can include cardio (sprinting or long distance running) or strength training. Complete it.</p>	<p>Create a mini-obstacle course at home for yourself or a sibling to complete. You might use items from the kitchen or garage! Be safe and have fun.</p>	<p>Dress up drama! Pick the funniest outfit from your (or a family member's if you have permission) wardrobe. Come up with a character to match the dress up and create a monologue.</p>	<p>Create a puzzle. Do a drawing, colour it in carefully, then cut it out in puzzle-shaped pieces for a family member to put back together.</p>	<p>Call, Facetime, text or write a short note to someone to thank them for something they have done to help you during remote learning.</p>	<p>Who Am I? Play an animal themed game of Who Am I? with a family member.</p>



Tuesday

Spelling

List Word	Practice	List Word	Practice
division		irregular	
previous		endeavour	
gradual		celebration	
patience		suspicious	
pedigree		enthusiasm	
ancient		efficient	
original		systematic	
imagine		vulnerable	
practice		exaggerate	
opposite		organisation	
distances		<u>litigation</u>	
particular		<u>livelihood</u>	
important		<u>llama</u>	
necessary		<u>locum</u>	
experience		<u>luxuriant</u>	

Phonics
division
previous
gradual
patience
pedigree

Basic list / High frequency
ancient
original
imagine
practice
opposite
distances
particular
important
necessary
experience
irregular
endeavour
celebration
suspicious
enthusiasm

Difficult	Own words
efficient	
systematic	
vulnerable	
exaggerate	
organisation	



Spelling rule

Usually when thinking 'ei' or 'ie', think 'i' before 'e' except after 'c', when the blend has an 'ee' sound.

Example:
relief receive

1. Use your spelling rule to complete these words.

- | | |
|---------------|--------------|
| a ach ___ ve | f conc ___ t |
| b p ___ ce | g ch ___ fs |
| c aunt ___ s | h bel ___ fs |
| d perc ___ ve | i c ___ ling |
| e dec ___ ve | j f ___ rce |

Words in context

2. Choose a list word to complete these sentences.

- _____ is the opposite of multiplication.
- That _____ document is an original copy.
- The _____ of efficient is inefficient.
- It is _____ to do things in a systematic way.
- I am _____ of his sudden enthusiasm.



3. Complete these words by adding the **missing letters**.

- | | | |
|---------------------|-----------------------|--------------------------|
| a di ___ tan ___ es | c susp ___ c ___ ous | e en ___ hu ___ ia ___ m |
| b ne ___ e ___ ary | d o ___ ig ___ na ___ | f cele ___ at ___ |

Wrong spelling

4. Correct the spelling mistakes.

- I will endeavour to practise every day.
- Try to emagine how you would feel.
- Don't exaggerate how importent this is!
- Freda did the oppersite to Laura.
- This expeerience has left me feeling vulnerable.



Word meanings

5. Choose a word from the lists to match the clues below.

- | | |
|------------------------------------|--|
| a The opposite of regular _____ | d Completely different _____ |
| b Of great significance _____ | e New or not a copy _____ |
| c Lengths between two points _____ | f Have a mental picture of something _____ |

Year 6 Grammar in Writing Term 4 Week 2

Tuesday



Challenge Word	Definition	Example Sentence
astonishing	extremely surprising or impressive; amazing	The truck can hold an astonishing amount of stuff
distribute	give a share or a unit of (something) to various people	The hay was distributed to all the neighbouring farms.
strenuous	requiring or using great effort or exertion.	Teachers made strenuous efforts to upgrade the quality of resources.
sweltering	uncomfortably hot	It was a sweltering day on the farm.
ranch	a large farm that produces a particular crop or animal	He was working on the ranch , one hundred kilometres away.
torrid	very hot and dry	The torrid heat of the afternoon made me faint.

1ST PERSON

3RD PERSON



**The narrator is someone in the story.
They use words like I, me, we, us.
Their writing is very subjective.**

**The narrator is not someone in the story.
They use words like he, she, they.
The writing is very objective.**

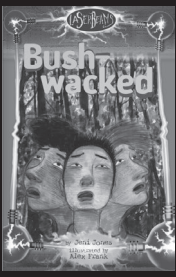


First or third person? Identify which sentence is which

I went to the shops to buy my mother an early Christmas present.

Jacob! You may need to be very careful kicking the ball around the baby!

Our car broke down on the free way so my dad had to call NRMA.



Lesson 133 • Bush-wacked

Name _____

Using Verbs for Effect

To identify the descriptive verbs in a text, look for the verbs that tell us exactly how an action is performed; for example, 'raced' instead of 'ran'. Descriptive verbs are effective because they help us visualise the actions.

Read the passage.

Circle the verb that is similar in meaning to stood up.

Highlight the verb that creates a mind picture of someone moving slowly and carefully.

Leaving the brilliant sunshine, it took a while for his eyes to adjust to the inky blackness. The hairs on the back of his neck bristled. Unaware that he was holding his breath, Spook inched forward, his shoes scraping on the earth. His fists were clenched. His fingernails bit into his palms.

The cave was narrow inside. Cobwebs veiled the walls like gauze.

Colour the verb that creates a mind picture of a creature sinking its teeth into flesh.

Underline the verb that creates a mind picture of something soft and filmy.

Colour the correct answers.

- Which **verb** in the passage is similar in meaning to moved?
 bristled scraping inched clenched
- Why is the **verb** you chose in question 1 more effective than moved? It creates a mind picture of how ...
 awkwardly Spook moved. slowly and carefully Spook moved.
 quickly Spook moved. smoothly and gracefully Spook moved.
- Which of the following words from the text is **not a descriptive verb**?
 clenched bit bristled was
- Which **verb** in the passage is similar in meaning to covered?
 veiled bristled clenched was holding
- Why is the **verb** you chose in question 4 more effective than covered? It creates a picture of how ...
 thick and rough the cobwebs were. thin and delicate the cobwebs were.
 sticky and dirty the cobwebs were. messy and broken the cobwebs were.

Lesson 133 • Bush-wacked



Name _____

Read the passage.

Circle the descriptive verb that is similar in meaning to ran.

Highlight the verbs that suggest that the branches and thorns were attacking the boys.

Feet barely contacting the ground, the boys bolted — chased by the scream. Spook was in the lead, then Nathan and, well behind, Aaron, his short legs hardly able to keep pace. Branches and thorns stabbed and snatched at them. Long grass tickled their legs like creepy crawlies.

Eventually, out of breath, the trio stopped. They doubled over and gasped for air and their legs ached.

Colour the verb that lets us imagine what the grass felt like on the boys' legs.

Underline the verb that shows that the boys were taking short, quick breaths.

1 Which **descriptive verb** has the author used in place of ran?

2 What **mind picture** of the thorns do the **verbs** stabbed and snatched create?

3 The author writes that the long grass tickled the boys' legs. What **mind picture** does the **verb** tickled create?

4 What does the **verb** gasped **suggest** about the way the boys were breathing?

Writing - Poetry

Today we are looking at **Haiku Poetry**.

Optional – watch the video explaining Haiku Poetry <https://youtu.be/-bHxSMXU560>

Haiku Poems

Purpose

Haiku poems describe a particular topic. Traditionally, they are written about nature; however, you can write a haiku about any topic you like.

Structure

Haiku poems have three lines. The first and third lines have five syllables and the second line has seven syllables.

Rhythm

Haiku have rhythm, created by the number of syllables in each line.

Rhyming Pattern

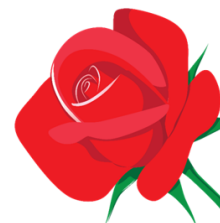
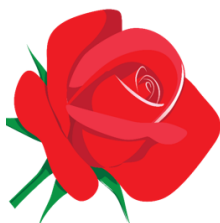
Haiku poems do not usually rhyme.

Example

Here is an example haiku poem about roses.

Haiku – The Rose

*Petals red as blood
Fragrant perfume fills the air
A delicate rose*



Haiku The Rose – Analysis

<i>Petals red as blood</i>	(five syllables)
<i>Fragrant perfume fills the air</i>	(seven syllables)
<i>A delicate rose</i>	(five syllables)

Task: Using the correct structure for a Haiku poem, create your own using the topic 'Spring'.
Try using alliteration in your poem.

Haiku - Spring

(five syllables)

(seven syllables)

(five syllables)

Year 6 Maths – Term 4, Week 2 – DATA – Graphs – Tuesday – Lesson 2

Timetables

Hardcopy –

Complete the times table grid

Online – Complete your answers in your MS Form

Rate how you think you went:

Tuesday 12th October			
1) $6 \times \underline{\quad} = 66$	2) $11 \times \underline{\quad} = 66$	3) $90 = \underline{\quad} \times 9$	4) $18 = 3 \times \underline{\quad}$
5) $\underline{\quad} \times 4 = 12$	6) $27 = \underline{\quad} \times 9$	7) $36 = \underline{\quad} \times 9$	8) $77 = 7 \times \underline{\quad}$
9) $90 = \underline{\quad} \times 9$	10) $11 \times \underline{\quad} = 132$	11) $\underline{\quad} \times 3 = 9$	12) $49 = \underline{\quad} \times 7$
13) $24 = 2 \times \underline{\quad}$	14) $121 = 11 \times \underline{\quad}$	15) $72 = \underline{\quad} \times 9$	16) $11 \times \underline{\quad} = 77$
17) $9 \times \underline{\quad} = 54$	18) $24 = 2 \times \underline{\quad}$	19) $\underline{\quad} \times 12 = 120$	20) $\underline{\quad} \times 8 = 72$

Data - Graphs



Please read through the following information carefully then answer the questions as best you can.

Besides showing data clearly and accurately, graphs can be used to represent data in ways that are misleading. Graphs can be cleverly twisted in favour of a certain point of view. Be Alert to bias when looking at graphs, especially in the media and advertising. Graphs pretending to be ‘the facts’ are actually being used to persuade you.

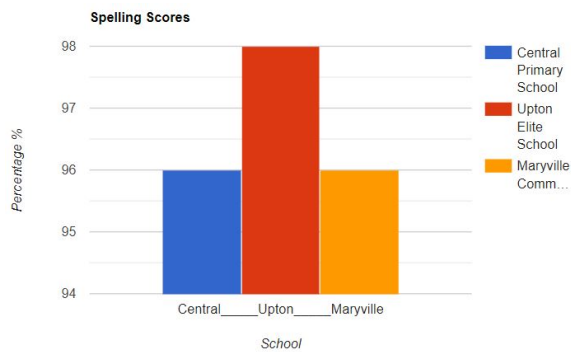
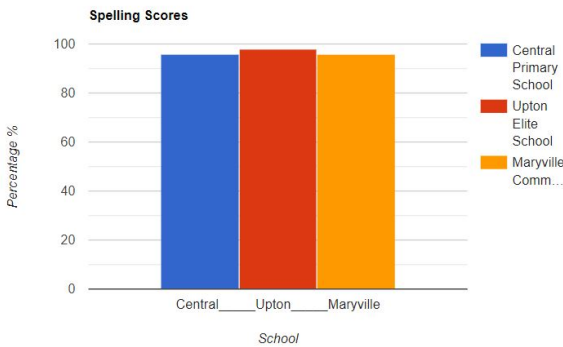


What can cause a graph to be misleading. There are many ways graphs can be misleading. Some popular ways of misrepresenting data on a graph include:

- > Changing the range of numbers on the vertical axis, especially not starting with zero (0).
- > Missing data points on the horizontal axis.

> Pie charts that do not represent the entire population.

Not starting with a zero on the vertical axis can make very small differences look much greater than they are. Upton’s spelling scores look twice as good as the other schools, but look closely at the small range chosen (94%-98%), which exaggerates the small difference in scores

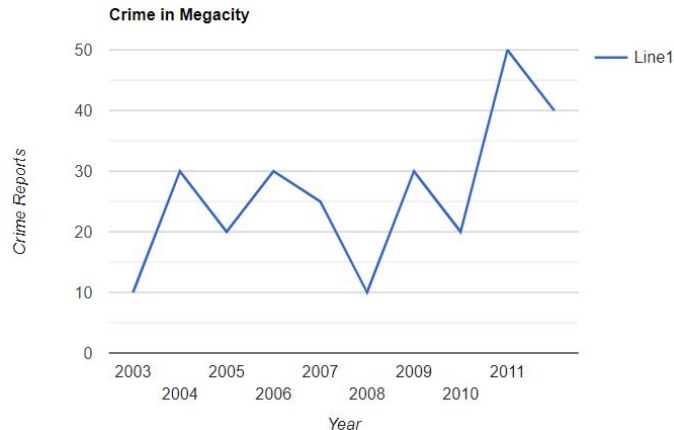
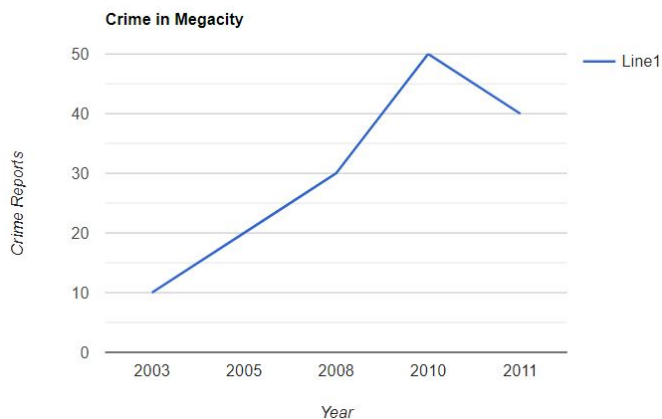


exaggerates the small difference in scores Compare to the correctly displayed data in the second graph which starts at zero and ends at 100.

Question 1: If you oversaw Upton Primary School which graph would you prefer to use if you had to show your boss how well your school was doing? Explain which graph you would choose and why.

Question 2: In your own words, describe what is misleading between each graph that both represent the same data.

The first graph shows crime reports for some years between 2003 and 2011. This misleading graph gives the impression of a steady increase in crime. Compare that to the accurate graph that shows the data for the missing years as well.



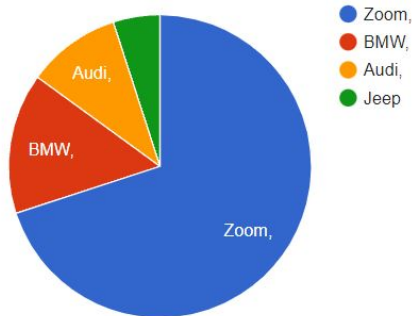
Question 3: In your own words, describe what is misleading between each graph that both represent the same data.

Question 4: Why do you think someone may have created the first graph and decided to leave out specific years? Explain.

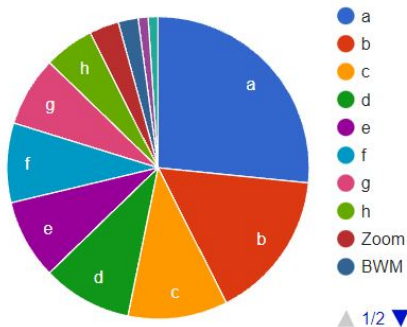
Question 5: If you were the mayor in charge of Megacity, which graph would you choose to show the crime statistics in Megacity. Explain why you would choose that graph. Give some evidence and reasoning with your answers.

The two graph below show information relating to the sales of cars between January and December of a given year. In the first graph it shows only the sales of small cars, the second graph shows to sales of all cars in that year period.

Sales of small cars Jan-Dec



Sales of All cars Jan-Dec



Question 6 the first graph clearly shows that the car brand Zoom is the most popular small car for the year. Compare that to the second graph of all cars, is it still the most popular car sold?

Question 7 If you were in charge of Zoom cars, which graph would clearly shows a very successful year?

Explain why you chose that graph.

How do bushfires impact on people and the environment?



The 2020 bushfires had a massive impact on Australia.

What do you remember seeing, smelling, and feeling during the fires?

I could see	I could smell	It felt like

What was the environment like before and after the fires?

Before	After

This is a summary of the damage cause by the 2019-2020 fires.

State / territory	Fatalities	Homes lost	Area (estimated)		Notes
			ha	acres	
Northern Territory	0	5	6,800,000	16,800,000	Area, includes mainly scrub fires, which are within the normal range of area burnt by bushfires each year; homes
New South Wales	26	2,448	5,500,000	13,600,000	Area; fatalities; homes
Queensland	0	48	2,500,000	6,180,000	Area, includes scrub fires; homes
Western Australia	0	1	2,200,000	5,440,000	Area, includes scrub fires; homes
Victoria	5	396	1,500,000	3,710,000	Area; fatalities; homes
South Australia	3	151	490,000	1,210,000	Area; fatalities; homes (KI:65) (AH:86)
Australian Capital Territory	0	0	86,464	213,660	Area
Tasmania	0	2	36,000	89,000	Area; homes
Total	34	3,500+	18,736,070	46,300,000	Total area estimate as of 13 February 2020; current figure may be more

Which state lost the most homes? _____

Which state had the highest fatalities? _____

Which state lost the most land area? _____



What was the total number of homes lost across all states and territories? _____

What impact do you think the fires had on people’s homes, businesses, and way of live?

What impact do you think the bush fires had on the environment?

Stage 3 Term 4 Afternoon Activity Matrix

Choose one activity to complete each afternoon this term. If working online, you will need to upload an image and/or write a short summary of your task. This Matrix will be shared each afternoon, you have lots of great ideas here to choose from. Have fun!

<p>Choreograph a dance routine to your favourite song.</p>	<p>Create a colour wheel using objects around your house or from your pencil case.</p> 	<p>Design and draw your own adventure centre. Think about places like Spring Loaded and Ninja Park. Label each of the activities and explain how they work.</p>	<p>Make a time capsule to put away until next year or longer. Include a diary entry about your time learning from home and your life during COVID - 19.</p>	<p>Make a thankyou jar. Encourage everyone in your house to add something each day that they are thankful for and you can read them together at the end of each week.</p>	<p>If you learn an instrument, practice a piece to share. If you don't have an instrument, find some objects at home to create a fun beat.</p>
<p>Create a restaurant menu using 10 of your favourite dishes that an adult makes at home. Use descriptive language to describe the meals.</p>	<p>Have animal races in the yard with your family. Who can make it from one end to the other in least amount of frog jumps? Who can gallop or crabwalk the fastest? Choose 10 animals and race as each of them</p>	<p>Grab a piece of paper, a ruler and a pencil. Use the ruler to draw straight lines from one edge of the page to the other. Draw lines in all directions. Then, decorate each shape with a pattern and colour them in</p>	<p>Make a playlist of 3 of your favourite songs. Devise a dance for each of these songs. Practice it enough that you could teach one of them to your class.</p>	<p>Flip book Make a small flip book. You will need about 10 pages or more to make a quality one. You can look on the internet.</p> 	<p>Rap Lyrics Make a rap on one of the following topics - friendships, a maths topic, primary school or favourite game/sport.</p>
<p>Devise an exercise program. 3 sessions of 30 minutes each. It can include cardio (sprinting or long distance running) or strength training. Complete it.</p>	<p>Create a mini-obstacle course at home for yourself or a sibling to complete. You might use items from the kitchen or garage! Be safe and have fun.</p>	<p>Dress up drama! Pick the funniest outfit from your (or a family member's if you have permission) wardrobe. Come up with a character to match the dress up and create a monologue.</p>	<p>Create a puzzle. Do a drawing, colour it in carefully, then cut it out in puzzle-shaped pieces for a family member to put back together.</p>	<p>Call, Facetime, text or write a short note to someone to thank them for something they have done to help you during remote learning.</p>	<p>Who Am I? Play an animal themed game of Who Am I? with a family member.</p>



Wednesday

Spelling

List Word	Practice	List Word	Practice
division		irregular	
previous		endeavour	
gradual		celebration	
patience		suspicious	
pedigree		enthusiasm	
ancient		efficient	
original		systematic	
imagine		vulnerable	
practice		exaggerate	
opposite		organisation	
distances		<u>litigation</u>	
particular		<u>livelihood</u>	
important		<u>llama</u>	
necessary		<u>locum</u>	
experience		<u>luxuriant</u>	

A	B	C	D	E	F	G	H	I
✓	□	*	☑	x	☾	↑	★	○
J	K	L	M	N	O	P	Q	R
☾	□	▣	△	\$	+	=	⬆	▽
S	T	U	V	W	X	Y	Z	
■	●	◇	↓	☾	⊙	⊗	◇	

Secret code

6. Find these list words using the secret code.

- a + = = + ■ ○ ● x _____
- b ✓ \$ * ○ x \$ ● _____
- c ○ △ ✓ ↑ ○ \$ x _____
- d = ▽ ✓ * ● ○ * x _____
- e + ▽ ○ ↑ ○ \$ ✓ ▣ _____

7. Write two of the difficult words using the code. _____

8. Write a sentence using these words.

- a suspicious _____
- b ancient _____
- c original _____

9. Write the **plural** of these words.

- a division _____ c opposite _____ e practice _____
- b experience _____ d organisation _____ f celebration _____

10. Write **smaller words** that you can find in these words.

- a organisation _____
- b particular _____

Grammar - Articles

11. **A, an** and **the** are the three articles of language. Example: **A** hen laid **an** egg in **the** straw. Underline the articles in the sentences below.

- a I saw an owl in the tree.
- b Please wear a coat as it is cold.
- c That is a parcel for Mr Post.
- d The celebration lasted three days.
- e Is that an ant on my sandwich?
- f Monique ate a banana and an apple.

12. Shade the correct word in each sentence.

- a The organisation (chose) / (choose) / (chosen) a new design.
- b I have (chose) / (choose) / (chosen) to practise medicine.
- c Mum previously (give) / (gave) / (given) me an important job.
- d Can you please (give) / (gave) / (given) Dad the original copy?



Punctuation

13. Shade the box that has the correct punctuation.

- a mr trek travelled great distances?
- b "Can I have a Birthday Celebration"
- c Mum visited the ancient ruins in Rome.
- d it is Necessary to show enthusiasm?



Lesson 134 • The Opal Miner

Name _____

Visualisation

Visualising pictures in our heads of the people, places, things and events we are reading about helps build better understanding of the text. Looking for key words in the text will help us create the images in our heads.

Read the passage.

Circle the word that tells us that the air in the desert is dry.

Underline three words that describe something we sometimes see after a storm.

The Opal Miner

In the harsh and brittle desert
In a world of arid air
The rainbow's bending arch
Is magical and rare.

In the tunnels far below it
In a world of stubborn stone
The miner probes and follows
Strange visions of his own.

Highlight the word that tells us that it hardly ever rains in the desert.

Colour the pronoun *it* and the noun it refers to.

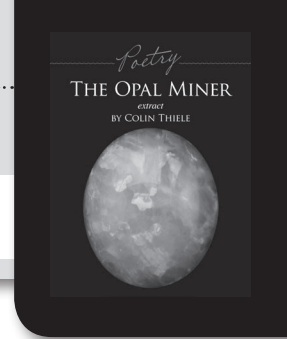
Circle the word that is the clue to what the miner is looking for in the tunnels.

Colour the correct answers.

- Which word in the poem is **similar in meaning** to dry?
 - harsh
 - rare
 - arid
 - stubborn
- What can we **infer** from lines 3 and 4?
 - The desert is very big.
 - It seldom rains in the desert.
 - It is hot in the desert.
 - There are magical rainbows in the desert.
- Where are the tunnels? Below the ...
 - rainbow
 - stone
 - water
 - desert
- What does the word stubborn **suggest** about the stone in the tunnels? It is ...
 - difficult to move.
 - full of water.
 - hot to the touch.
 - soft and dangerous.
- What is the miner searching for in the tunnels?
 - gold
 - water
 - diamonds
 - opals

Lesson 134 • The Opal Miner

Name



Read the passage.

The Opal Miner

In the harsh and brittle desert
In a world of arid air
The rainbow's bending arch
Is magical and rare.

In the tunnels far below it
In a world of stubborn stone
The miner probes and follows
Strange visions of his own.

Circle the words and phrases that helped you form a mind picture of the desert.

Highlight the words and phrases that helped you form a mind picture of the miner in the tunnels.

Read the poem again. As you do so, visualise what you are reading about. Draw a picture of the images you create in your head of the desert and the miner in the tunnels.

The desert

The miner in the tunnels

Writing - Poetry

Today we are looking at **Haiku Poetry**.

Optional – watch the video explaining Haiku Poetry <https://youtu.be/qnXY5-DJdd0>

HAIKU

3 line poem - does not rhyme

17 syllables - descriptive

Originated in Japan - usually about a part of nature

Line 1 – 5 syllables

Line 2 – 7 syllables

Line 3 – 5 syllables

Example

Japan Haiku



Japan

Temples and bonsai

Cherry blossoms in the Spring

Islands on the waves

Remember:

Syllables

Syllables are the beats in words:

toy = (1 syllable)

lap/top = (2 syllables)

kan/ga/roo = (3 syllables)



Haiku – What am I?

Big round peering eyes

Long brown tail curls around branch

Cute nose, eating fruit

What is this poem about? _____

Task: Write 2 of your own Haikus.

Optional – watch the clip for some inspiration <https://youtu.be/06p6xcQm4BY>

Title: _____

(five syllables)

(seven syllables)

(five syllables)

Title: _____

(five syllables)

(seven syllables)

(five syllables)

Year 6 Maths – Term 4, Week 2 – DATA – Graphs – Wednesday – Lesson 3

Timetables

Hardcopy –

Complete the times table grid

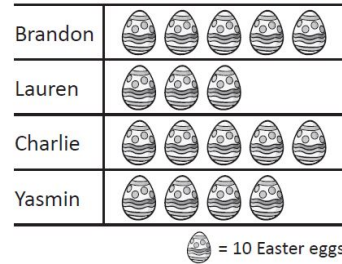
Online – Complete your answers in your MS Form

Rate how you think you went:



Wednesday 13th October			
1) $36 = 12 \times \underline{\quad}$	2) $6 \times \underline{\quad} = 48$	3) $99 = \underline{\quad} \times 9$	4) $9 \times \underline{\quad} = 45$
5) $55 = 5 \times \underline{\quad}$	6) $7 \times \underline{\quad} = 63$	7) $30 = \underline{\quad} \times 6$	8) $\underline{\quad} \times 3 = 33$
9) $30 = \underline{\quad} \times 5$	10) $\underline{\quad} \times 12 = 108$	11) $60 = \underline{\quad} \times 12$	12) $14 = 2 \times \underline{\quad}$
13) $12 \times \underline{\quad} = 96$	14) $40 = \underline{\quad} \times 8$	15) $28 = \underline{\quad} \times 7$	16) $6 \times \underline{\quad} = 54$
17) $27 = 9 \times \underline{\quad}$	18) $12 \times \underline{\quad} = 72$	19) $\underline{\quad} \times 6 = 36$	20) $\underline{\quad} \times 12 = 120$

Easter Eggs found at the Egg Hunt

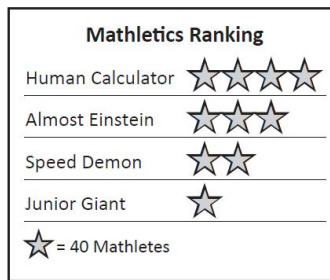


Picture graphs use symbols to represent information in the graph. Picture graphs must include a key to show the value of the symbol. Another name for a picture graph is a pictogram.

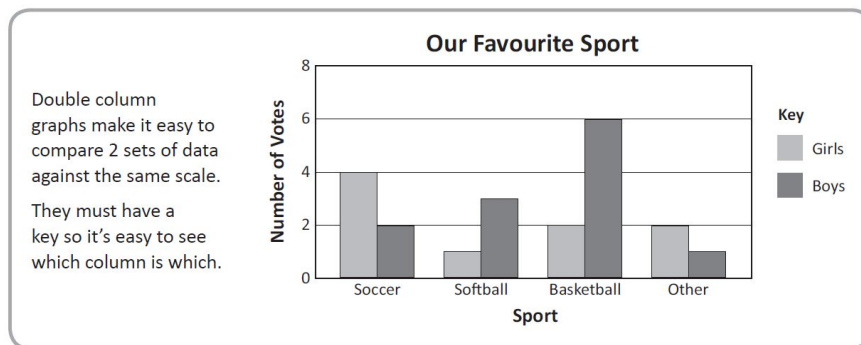
Question 1

Mr Gain, the principal of Mathletics Primary School – the school for Mathletes – likes to show off to other principals at meetings by showing a picture graph of his school’s Live Mathletics ranking.

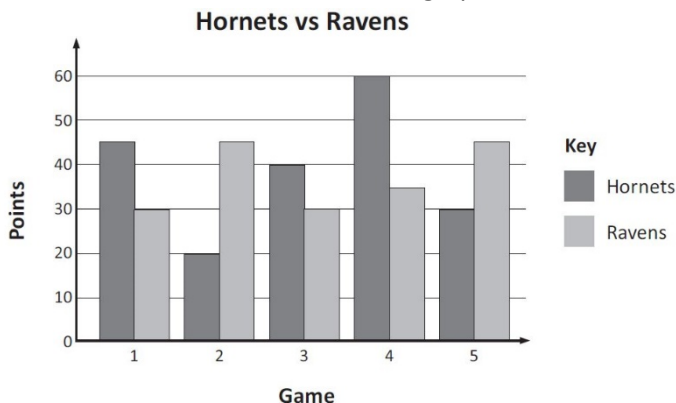
- a How many students are at the school?
- b How many Human Calculators are there?
- c How many Speed Demons are there?
- d How many more Human Calculators are there than Junior Giants?
- e If all the Almost Einsteins moved up a rank, how many Human Calculators would there be?



Types of graphs 1 – double column graphs



Question 2 This double column graph shows the total number of points scored by two rival netball teams over 5 games.



- a In which game did the Hornets beat the Ravens by 15 points?
- b In which game did the Hornets beat the Ravens by the most points?
- c Calculate the total points scored by the Ravens in 5 games.
- d How many more points did the Hornets score in 5 games?

Types of graphs 2 – pie charts

A pie chart is a circle divided into sectors. It's also known as a sector graph.

The circle represents the whole of the data and the sectors show how the total is divided.

This pie chart is divided into 10 equal parts. It shows what a group of children did on Saturday night.

Saturday Night Activities

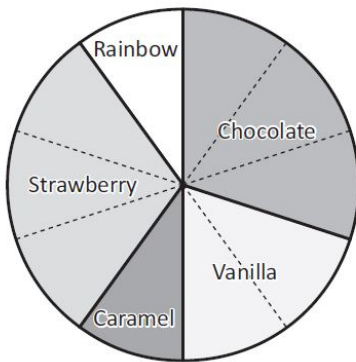


Category	Amount	Fraction	%
Went to the movies	3	$\frac{3}{10}$	30%
Party	2	$\frac{2}{10}$	20%
Stayed home	1	$\frac{1}{10}$	10%
Sleepover	4	$\frac{4}{10}$	40%
Total	10	$\frac{10}{10}$	100%

Question 3

This pie chart shows the favourite smoothie flavours of 100 children. Use the information from the graph to complete the table:

Smoothie Flavours



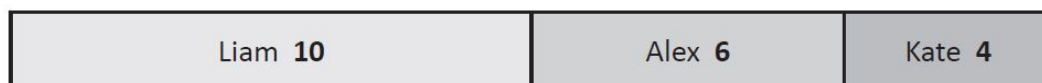
Category	Amount	Fraction	%
Chocolate	30		
Vanilla	20		
Caramel	10		
Strawberry	30		
Rainbow	10		
Total	100	$\frac{10}{10}$	100%

Types of graphs 2 – divided bar graphs

A divided bar graph is used to show how a total is divided.

It's similar to a pie chart except it's a rectangle divided into parts that represent the information.

This divided bar graph shows the results of a lolly hunt at a party. 20 lollies were hidden.



Question 4

This divided bar graph shows how 6F spent the morning at the zoo. Answer the questions below about how much time each category represents:



a If 15 minutes were spent at the reptiles section, how long was spent watching the pandas?

b How long was lunch at the seal show?

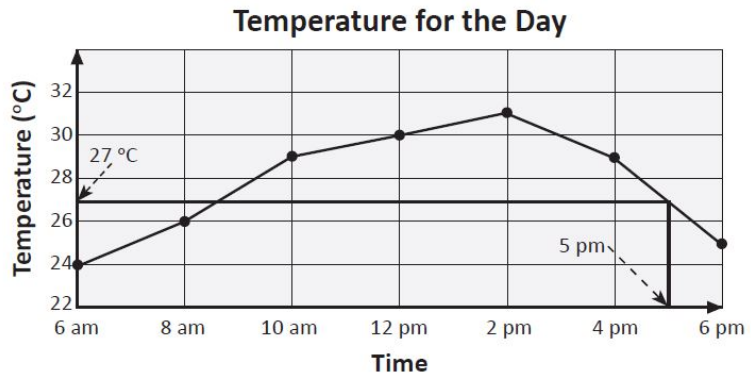
c How much time in total was spent at the zoo?

Types of graphs 3 – reading line graphs

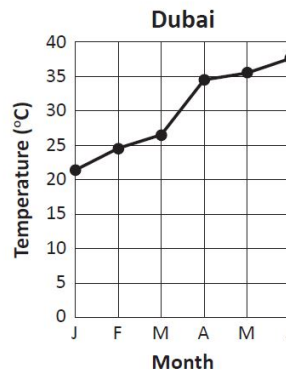
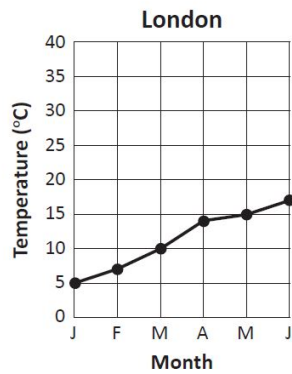
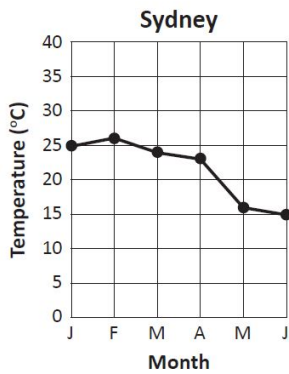
Line graphs can show how something changes over time in relation to something else.

In this topic we are going to look at many different examples of line graphs.

Here is an example of a temperature line graph.



The line graphs below show the average temperatures in degrees Celsius (°C) in Sydney, London and Dubai for the first 6 months of the year.



a Study the graphs carefully and complete the table:

	January	February	March	April	May	June
Sydney				23		
London		7				
Dubai			27			

b Are these statements true or false? Circle one:

In January, the difference between Dubai and Sydney is 4 °C. True / False

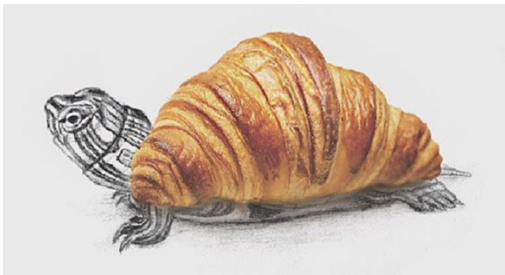
In February, the difference between Dubai and London is 18 °C. True / False

In May, Dubai is 21 °C warmer than London. True / False

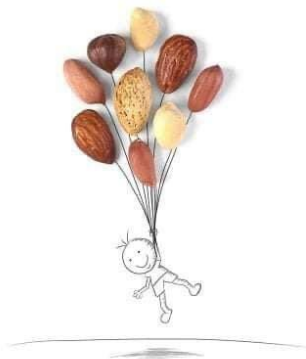
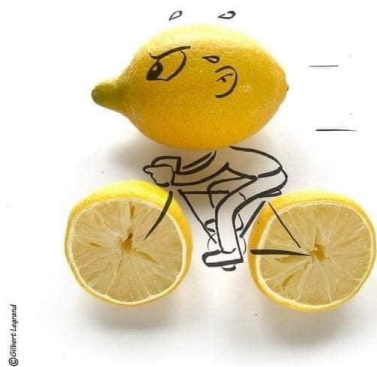
Meet Diego Cusano, The Italian Artist Who Sees Daily Objects Differently

The illustrator takes everyday objects (mostly food) and creates fun draws of animals and daily life situations.

Check these out...



These ones were inspired by his work:



Your task today:

You guessed it! You're making your own Diego Cusano inspired artwork.

1. Find some paper and a pencil/marker.
 - If you're at home, go to your kitchen if you are at home and look for some inspiration for your artwork. This could be fruit, bread, anything!
 - If you're at school, look in your pencil case or around the room for something you could use in your illustration. This might be tape, pencils, whatever you have access to!
2. Make a plan. Your illustration needs to be thought out carefully before you begin. You need to make sure the object/food you have chosen will fit your drawing well. Choose something you will be able to draw relatively easily. You could use Google to help you with your drawing if you need to. For example, if you would like to do a bicycle, you could Google 'simple bicycle drawing', and use some circular cut fruit as the wheels (like in the example above). Use your imagination and come up with a creative illustration!
3. If you are at home, check with a parent/carer/ family member that it is ok and SAFE you use what you need from the kitchen.
4. Complete your illustration/artwork and take a photo to upload.

If you use an item from school, do your illustration on the following page and return the item to wherever it belongs
5. Here are some student examples:



Happy creating! 😊

CAPA – Week 2

My Diego Cusano Inspired Illustration

Afternoon Activity - BTN

BEHIND THE NEWS

FOCUS QUESTIONS. BEFORE. DURING. AFTER. CONCEPT MAP. MAKING CONNECTIONS.

Name: _____

Episode: _____

BEFORE THE EPISODE

What do you already know about the given 'BTN' episode?

AFTER THE EPISODE

What do you still wonder after viewing the given 'BTN' episode?

MAKING CONNECTIONS

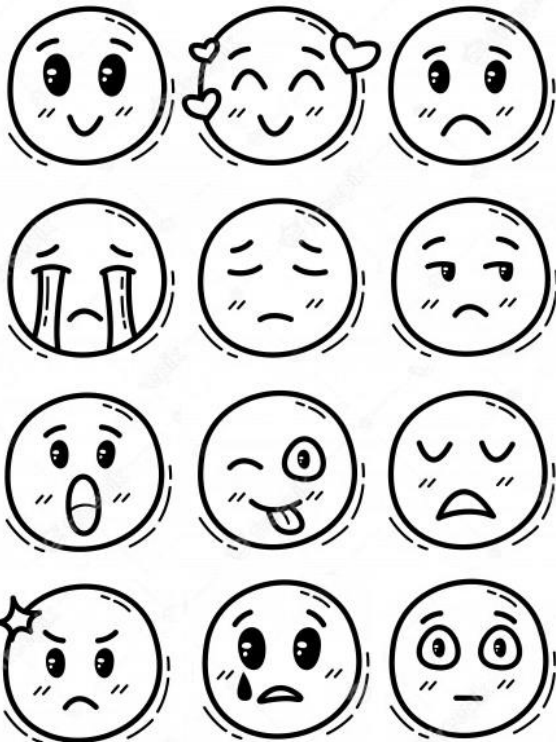
Did this 'BTN' episode remind you of something? Can you relate to this episode? Using the lines below, write about a personal experience or time in your life that relates to the episode that you have just viewed.

No Access? Create your own BTN segment.



Check In

How do you feel about your day?



What is something that you felt you were successful in completing today?

What was something you found hard today and would like help with?



Thursday

Spelling

List Word	Practice	List Word	Practice
division		irregular	
previous		endeavour	
gradual		celebration	
patience		suspicious	
pedigree		enthusiasm	
ancient		efficient	
original		systematic	
imagine		vulnerable	
practice		exaggerate	
opposite		organisation	
distances		<u>litigation</u>	
particular		<u>livelihood</u>	
important		<u>llama</u>	
necessary		<u>locum</u>	
experience		<u>luxuriant</u>	

Wk2

Spelling

Each day, choose ONE activity to complete using your list of spelling words.

Teach **THIS**

Verbal Linguistic

Opposites Attract

Write down as many antonyms for your spelling words as you can find.

Mathematical/Logical

Wonderful Wordwebs

Create wordwebs using your spelling words.

Naturalistic

Nature Spell

Collect pieces of nature (rocks, bark, leaves, sticks) and write letters on them to create your spelling words.

Bodily Kinaesthetic

Word Block

Using wooden alphabet blocks, find each letter to make your spelling words. You might like to take a photo of each of your created words.

Visual/Spatial

Artistic Flair

Draw pictures of each of your spelling words. Make sure you colour them in beautifully.

Interpersonal

Explain them

Choose 5 spelling words and explain them to someone else. Give each word a definition and use it in a sentence.

Intrapersonal



10 Times a Charm

List five of your spelling words that you have trouble with and practice writing them out ten times.

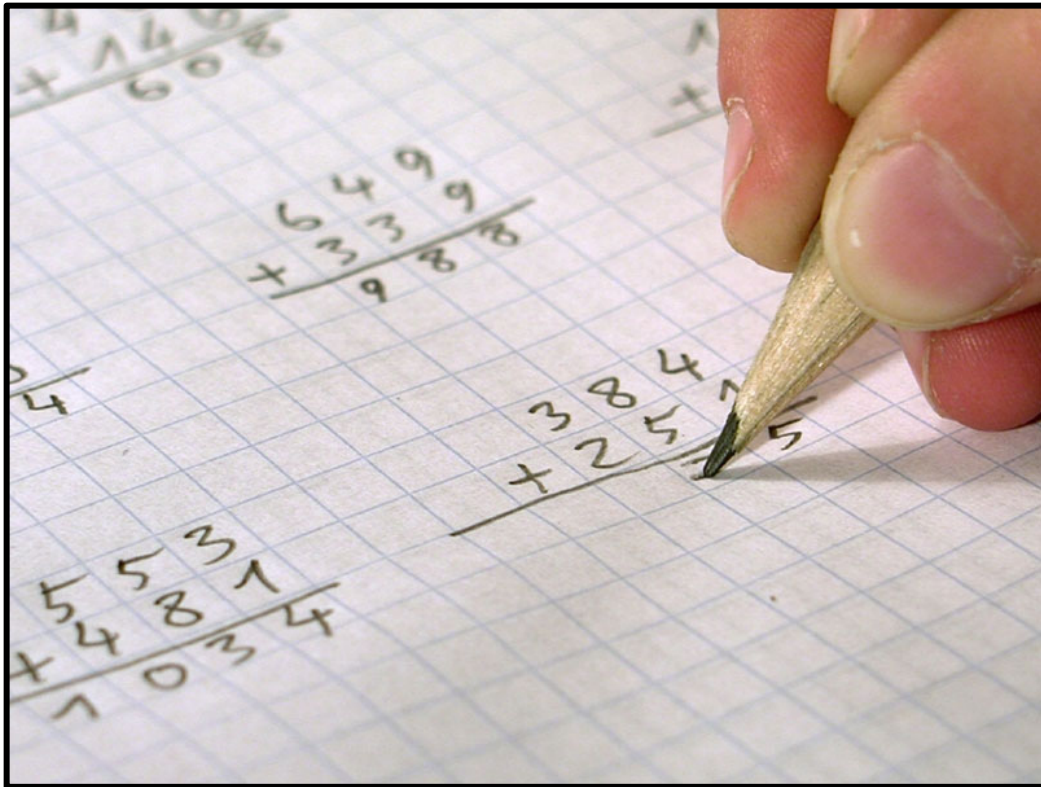
Musical/Rhythmic

Rhythm Machine

Tap out some simple rhythms on your lap while you sing your spelling words. E.g.:

‘Ta ta titi ta’ 
‘Titi titi ta ta’ 

DREW – *Drop Everything and Write*



Use this picture to write your own text. You may select the text type.

Lesson 135 • The Eagle and the Spider

Name _____



Compare and Contrast

When we compare and contrast information, we look for the similarities and differences between details in the text.

Read the passage.

Circle the key word that is the clue to how Eagle reached the top of the mountain.

Highlight the key word that tells us how Spider moved above Eagle's head.

"How lucky am I," said Eagle, "that I have such powers of flight to take me so high and so far. There is no mountain too high for me! Here I am, looking down on all the world from a height no other living creature has ever reached!"

"What a boaster you are," said Spider, from a nearby twig. "Look where I am sitting. It isn't so far below you, is it?" Spider jumped to another twig, just above Eagle's head. He began to busily spin a web, just above Eagle.

"How did you reach this height?" asked Eagle. "You are weak and wingless. Did you somehow manage to crawl all the way up here?"

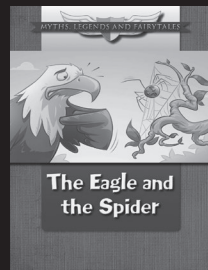
Underline the phrase that tells us what Spider did when he reached the twig above Eagle's head.

Colour the word that tells us how Eagle thought Spider had reached the top of the mountain.

Colour the correct answers.

- In what way are Eagle and Spider **similar**? Both are ...
 - birds.
 - animals.
 - insects.
 - mammals.
- In what way are Eagle and Spider **different**? Only ...
 - Spider can fly.
 - Spider can hop.
 - Eagle can fly.
 - Eagle can run.
- What can Spider do that Eagle can't?
 - spin a web
 - flap its wings
 - build a nest
 - soar above the earth
- Which of the following sentences is **true**?
 - Spider is bigger than Eagle.
 - Spider is stronger than Eagle.
 - Eagle is shorter than Spider.
 - Eagle is heavier than Spider.

Lesson 135 • The Eagle and the Spider



Name _____

Read the passage.

Underline the words that show why Eagle was surprised that Spider had reached the top of the mountain.

Highlight the words that are the clue to how the wind affected Eagle.

“How did you reach this height?” asked Eagle. “You are weak and wingless. Did you somehow manage to crawl all the way up here?”

“No!” laughed Spider. “I simply attached myself to you, and you lifted me from the valleys below on your tail feathers. And I can get along very well without your help too, now that I am way up here. So, Eagle, don’t put on any airs with me, because I want to tell you that ...”

Suddenly, a gust of wind swept across the top of the mountain. It slid right by Eagle but it brushed Spider, web and all, back down into the depths of the valley.

Colour the key words that tell us how Spider reached the top of the mountain.

Underline the words that tell us what the wind did to Spider.

1 Carefully explain the different ways in which Eagle and Spider reached the top of the mountain.

2 Why didn’t the wind blow Eagle off the mountain?

3 Why did the wind blow Spider off the mountain?

Sadako and the Thousand Paper Cranes

Chapter Five – The Golden Crane



Listen to a reading of Chapter 5 <https://youtu.be/sZv0bF5vnCc>

Write a summary of Chapter

Answer the following questions

1. Why did Chizuko think that making cranes would help Sadako to feel better?

2. How do cranes become an important part of the rest of the story?

3. How would it change the story to remove the making of paper cranes from the plot?

Chapter Six – Kenji

Listen to a reading of Chapter 6 <https://youtu.be/YO1MGaSx1BE>

Write a summary of Chapter

Answer the following questions

1. Were Kenji and Sadako similar? How?

2. What were differences between them?

3. Why did the author incorporate Kenji into the book?

Year 6 Maths – Term 4, Week 2 – DATA – Graphs – Thursday – Lesson 4

Timetables

Hardcopy –

Complete the times table grid

Online –

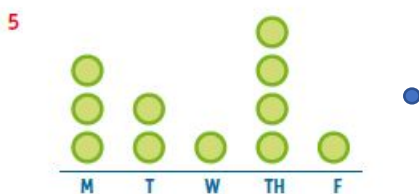
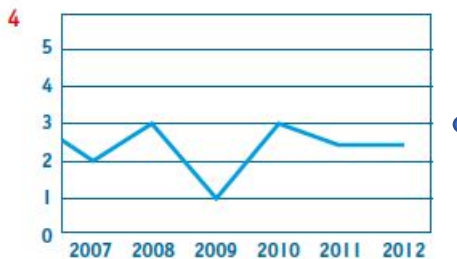
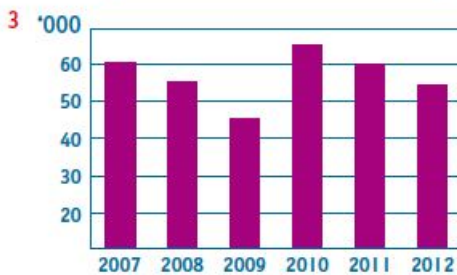
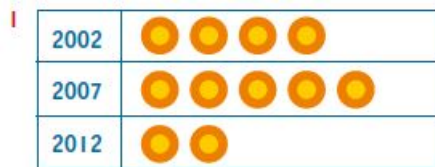
Complete your answers in your MS Form

Rate how you think you went:

Thursday 14th October			
1) $84 = _ \times 7$	2) $8 \times _ = 64$	3) $70 = 10 \times _$	4) $25 = _ \times 5$
5) $_ \times 3 = 30$	6) $_ \times 2 = 6$	7) $5 \times _ = 10$	8) $18 = _ \times 3$
9) $12 \times _ = 36$	10) $2 \times _ = 20$	11) $_ \times 7 = 35$	12) $_ \times 12 = 36$
13) $_ \times 12 = 36$	14) $33 = 11 \times _$	15) $80 = 10 \times _$	16) $40 = 10 \times _$
17) $44 = 4 \times _$	18) $16 = _ \times 8$	19) $9 \times _ = 18$	20) $27 = 9 \times _$



Question 1: Match the Graph with the correct report.
 You will need to use your knowledge from the last 3 days to help.



A More people own mobile phones
 Fifteen to nineteen-year-olds own more mobile phones than the age group twenty to twenty-five-year-olds. Although the 20 to 25-year-olds have their own money to spend on mobile phones and plans ...

B Production down
 Production of Spondas has dropped by more than 10% this year. Sponda CEO, Mr Jeff Rayce puts the lower production down to ...

C Vegetables witt
 In spite of increased trade opportunities, green vegetable production in 2012 has fallen by 30 000 tonnes from previous years. The Greeneleafe Farm is being geared up to ...

D Savings go on appliances
 Sales of the new IXL tablet at Joy Fulnez have fluctuated this week due to different reports about its functions. Only one IXL was sold on two days of the week.

E Interest rates
 Average interest rates for this year have steadied and look set to increase slightly on past years, after two years of unpredictable rises and falls.

For the following questions please refer to the graphs from question 1

Question 2 a) If production of vegetables is lower by 30 000 tonnes in 2002, how much was produced each year?
2002 _____, 2007 _____, 2012 _____
b) What fraction of the whole crop was produced in 2010? _____
c) 2002 production was half of 2006 + 2010. True/false? _____

Question 3 a) About 14 million phones are owned by the 15- to 25-year-olds in 2011.
How many are owned by the 15 to 19-year-olds? _____
b) 15- to 25-year-olds account for 50% of all mobile phones in the country in 2012.

c) What may be some reasons people give for not owning a mobile phone.

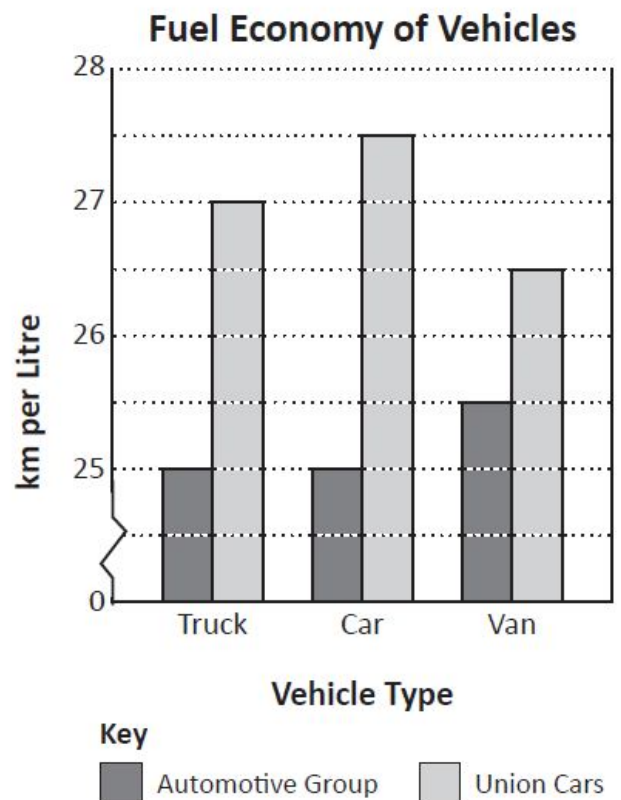
Question 4 a) Roughly how many Spondas have been recorded on this graph? _____
b) Between 2009 and 2010, production increased by _____.
c) What factors might Mr Rayce mention as reasons for decreased production any year?

d) Years 2010 – 2012 account for more than 50% of total production shown. True/false.

Question 5

The bar graph on the right compares the fuel efficiency of three different types of vehicles. They are manufactured by 2 different car manufacturers – Automotive Group and Union Cars. Answer the questions about this misleading graph.

- a) What is the difference in fuel efficiency between the 2 brands of trucks?
- b) What do you notice about the length of the two bars for the trucks?
- c) What makes this graph misleading?



Name _____

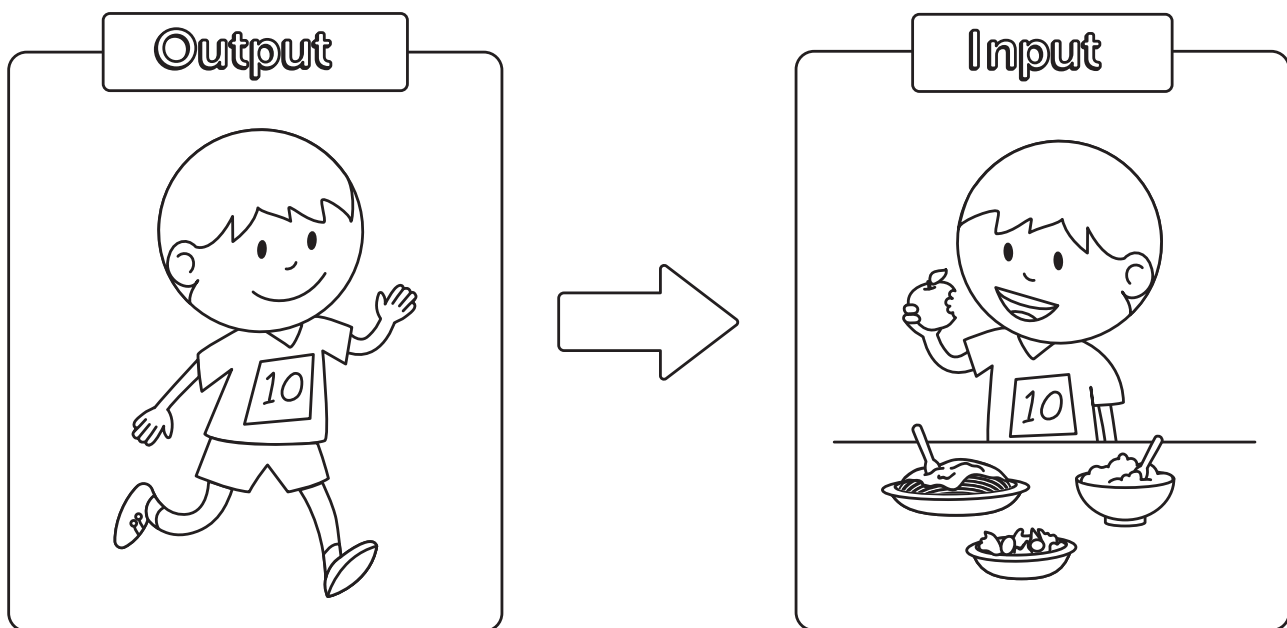
Date _____

Chomp Like a Champion

Nutrition is a vital part of athletic performance.

In the same way that a car needs the correct fuel to operate at its best, an athlete needs the correct food, to perform at his/her best.

An athlete needs to provide their body with enough energy (kilojoules) to meet the demands of training and enable proper recovery between exercise sessions. Generally, the more training an athlete does, the more energy their body needs. Think of it as input and output. The more energy they use (output), the more energy they need to put in (input).



An athlete must remember to drink plenty of water to keep their body hydrated.

The three main nutrients from food that supply the body with energy are carbohydrate, fat and protein. These can be obtained by eating foods from six main food groups:

- grains (cereal) foods
- vegetables and legumes/beans
- lean meats and poultry, fish, eggs, tofu, nuts, seeds and beans
- fruit
- milk, yoghurt, cheese and/or alternatives
- fats.

Task

1. Research the most recent dietary guidelines for your country.
2. Imagine that you are an athlete training for a major sporting event. Using the menu planner, design a menu for a three-course meal. Remember to include a healthy balance of all the food groups.

Menu Planner

Course 1

Course 2

Course 3

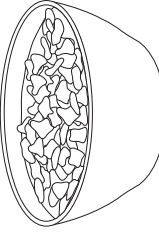


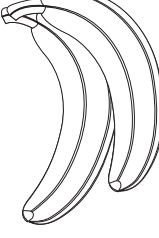

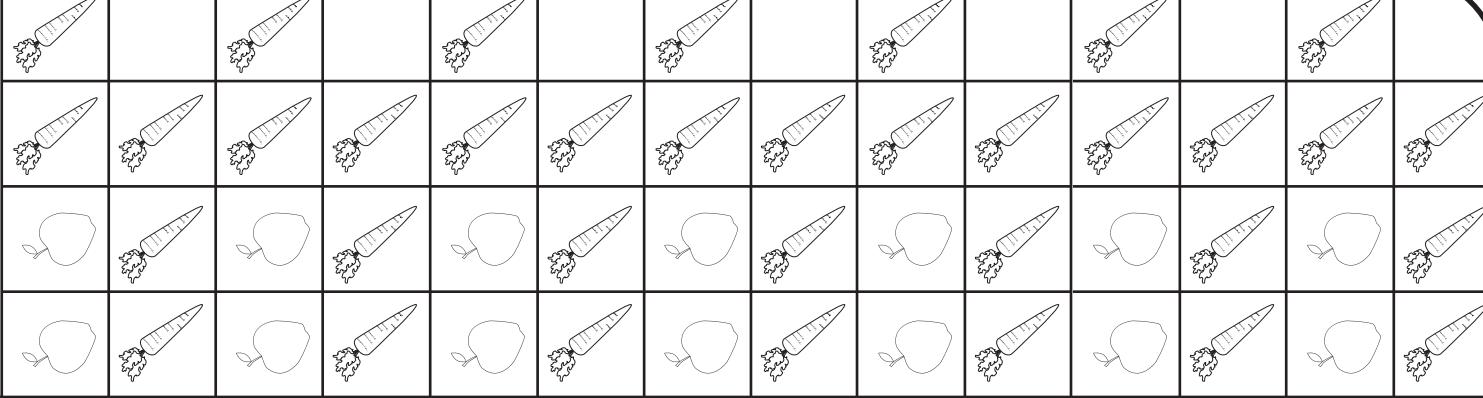
Drinks



Food Journal

Name: _____

Date: _____

	Breakfast 	Morning Tea 	Lunch 	Snack 	Dinner 	Fruit and Veggies (Cross off as you eat your fruit and veggies.) 
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

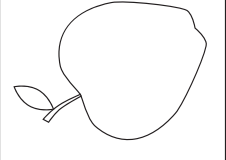
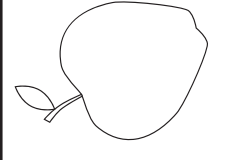
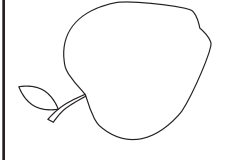
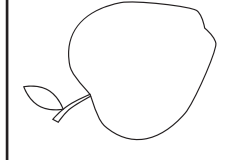
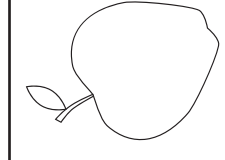
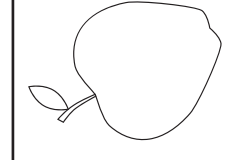
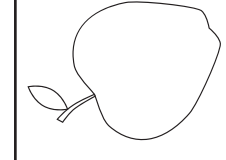
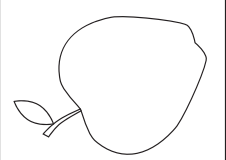
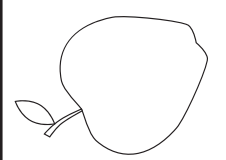
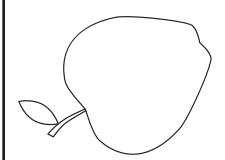
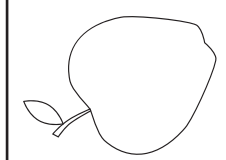
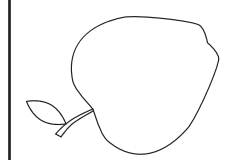
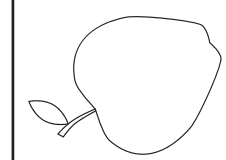
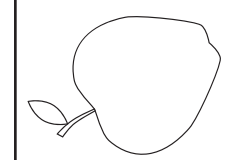
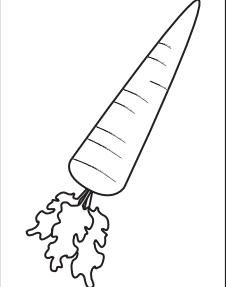
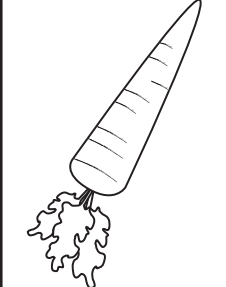
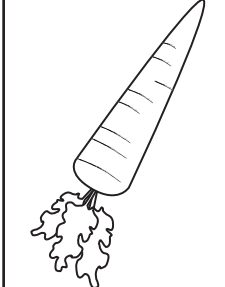
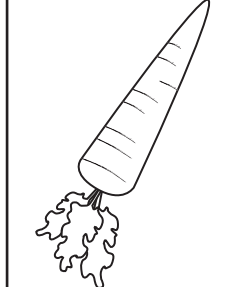
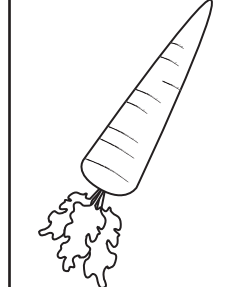
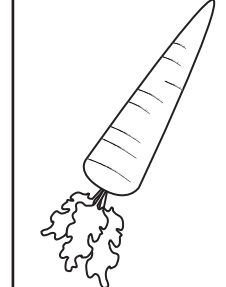
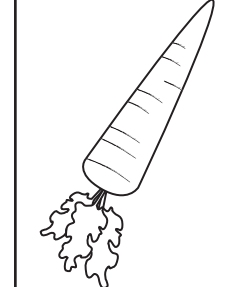
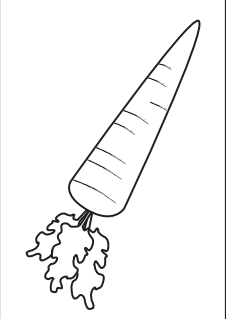
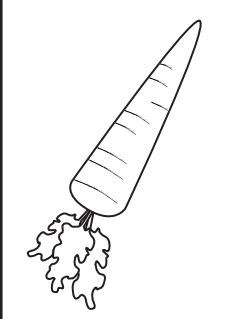
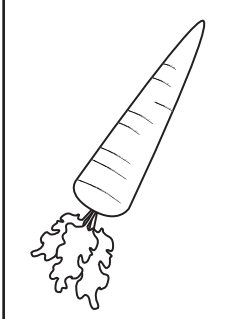
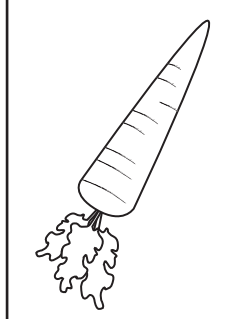
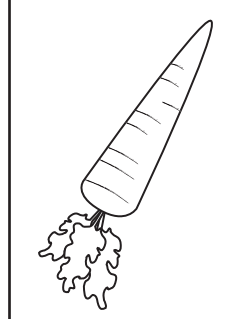
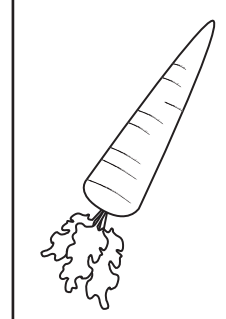
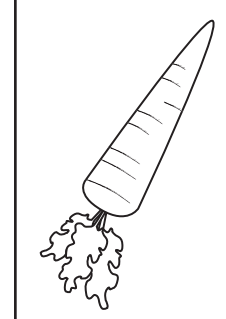
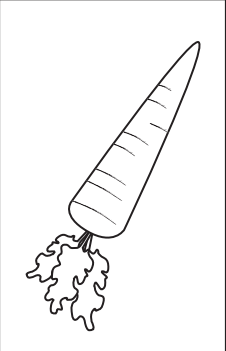
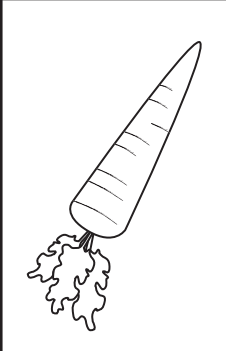
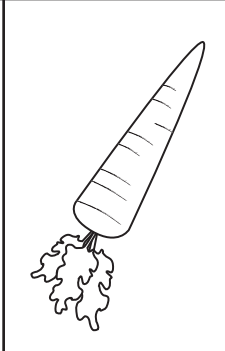
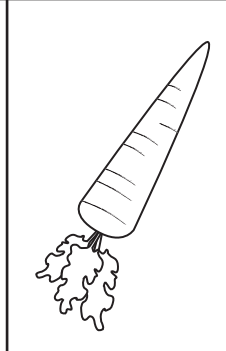
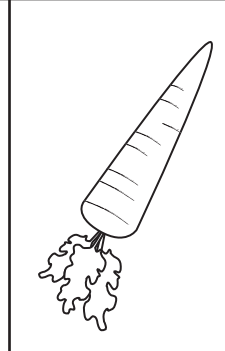
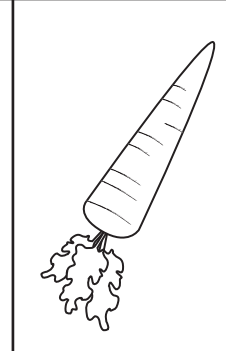
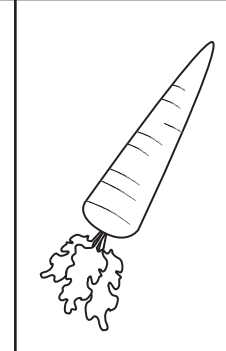
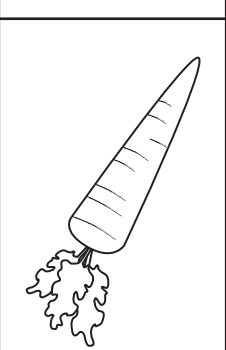
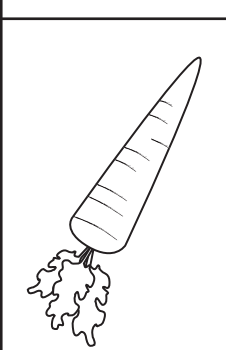
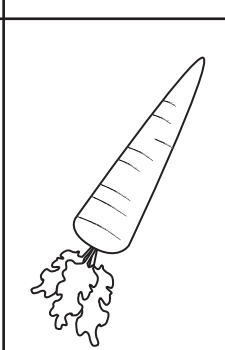
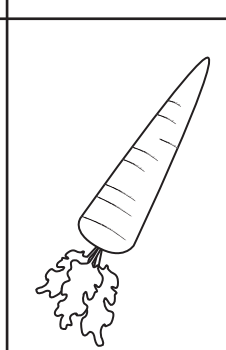
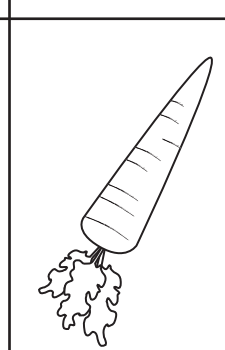
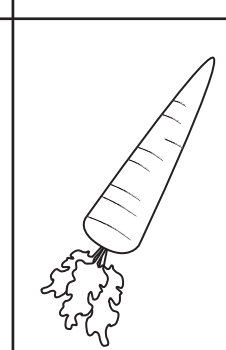
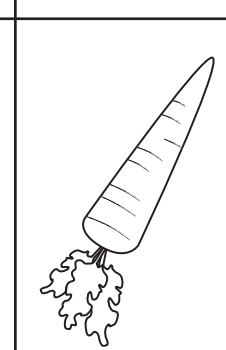
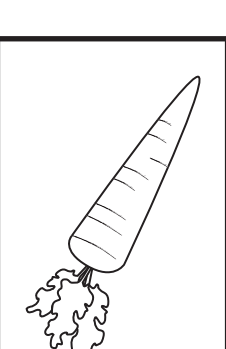
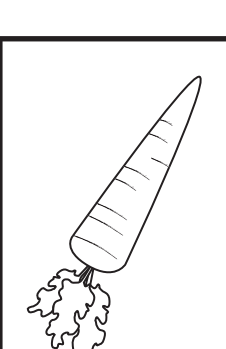
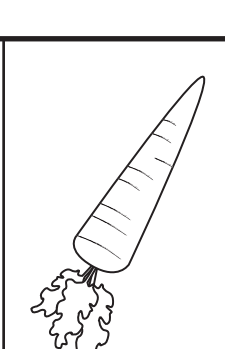
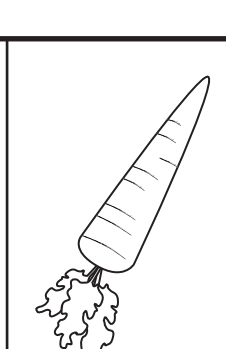
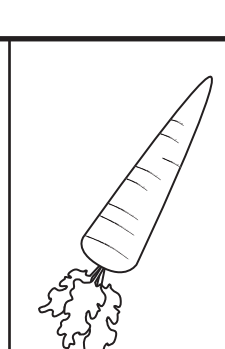
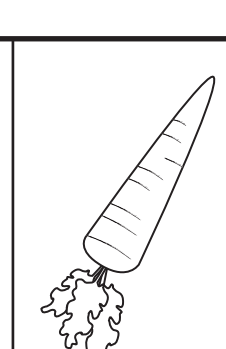
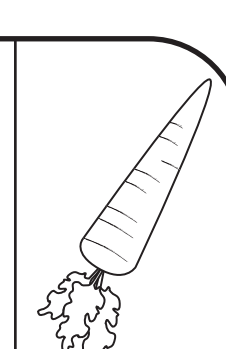
Food Journal

Name: _____

Date: _____

Fruit and Veggies

Colour in the squares as you eat your fruit and veggies.

Monday							
Tuesday							
Wednesday							
Thursday							
Friday							
Saturday							
Sunday							

THE PE SHED - LET'S HAVE SOME FUN THIS AFTERNOON!

If you can head to the following link and select some activities to complete

<https://www.thepeshed.com/video-channel>

If you are unable to access the internet, here is an activity you can complete instead.

Ladder PE Tasks

10 Ladder Activities

What you'll need

- Athletics ladder or chalk to draw it
- Foot Spots (if appropriate)



The PE Shed



1. Jump on 2 feet in each square.



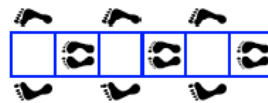
2. Hop on 1 foot in each square.



3. Step with both feet in each square.



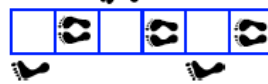
4. Side jumps with 2 feet in each square. Left to right first and right to left second.



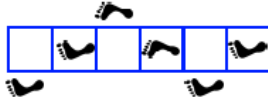
5. Side steps with both feet stepping in each square.



6. Jump on 2 feet in the square then 1 foot hops out of the square. Repeat. Try left foot hops first and then do it again with right foot hops.



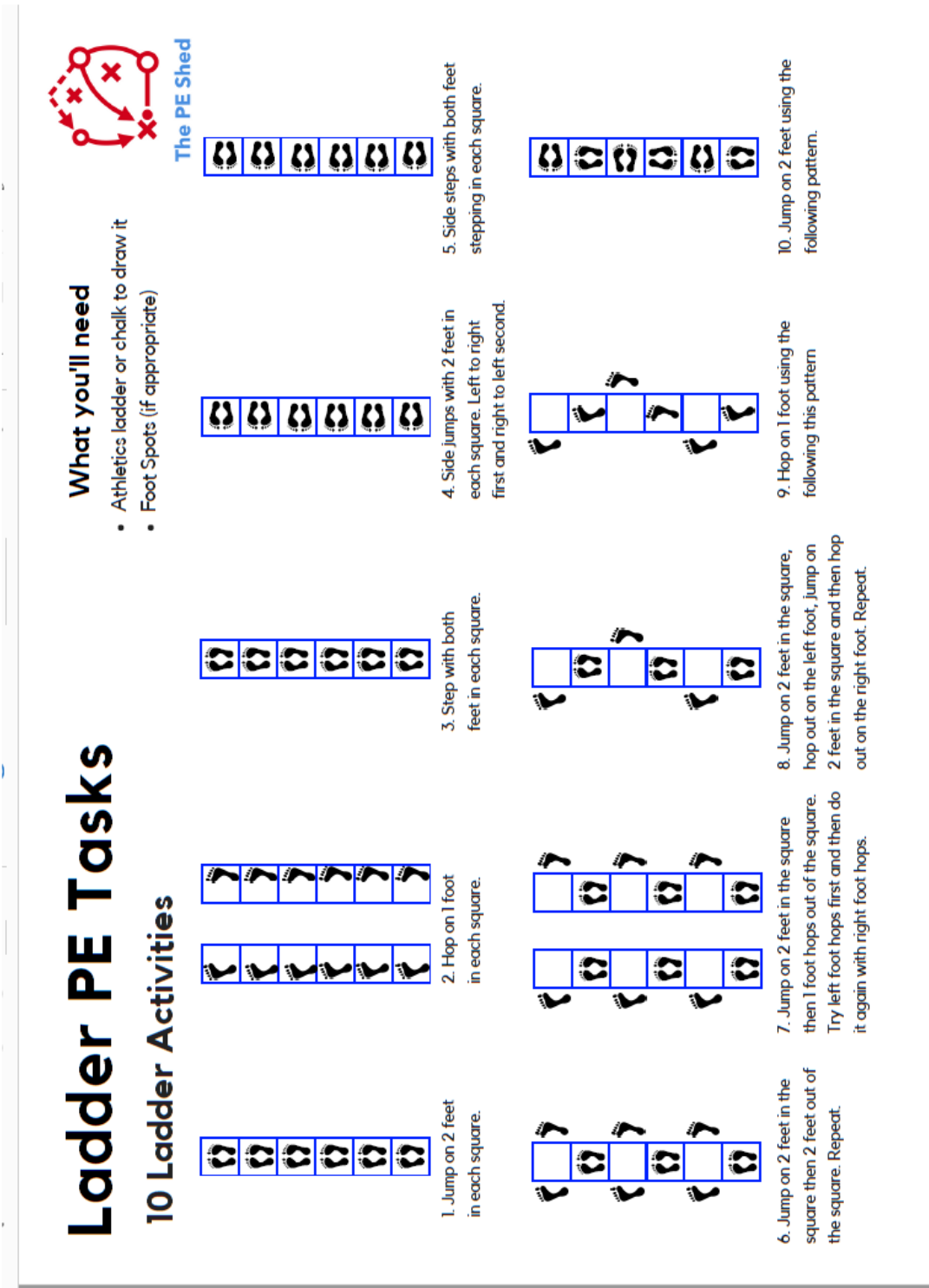
7. Jump on 2 feet in the square, hop out on the left foot, jump on 2 feet in the square and then hop out on the right foot. Repeat.



8. Hop on 1 foot using the following this pattern

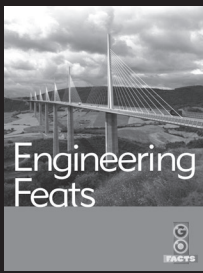


9. Jump on 2 feet using the following pattern.





Friday



Lesson 136 • Engineering Feats

Name _____

Finding Facts and Information

To find facts and information in a text, we usually ask the questions **Who? What? Where?** or **When?** The answers can be clearly seen in the text.

Read the passage.

Circle the name of the river on which Hoover Dam is built.

Highlight the year in which work on Hoover Dam began.

Colour the year in which Hoover Dam was completed.

Hoover Dam controls the flow of the Colorado River. It is on the border between the states of Arizona and Nevada.

Work on the dam began in 1931. Men poured concrete 24 hours a day, seven days a week. The dam was completed in 1935, more than two years ahead of schedule.

Hoover Dam allowed more people to live in America's south-west. The reliable water supply is used for farming. Electricity from the dam's power station is used by people in three states.

Underline the names of the states that Hoover Dam borders.

Circle one of the things the water supply from Hoover Dam is used for.

Highlight the answer to question 5.

Colour the correct answers.

1 **Where** is Hoover Dam? On the border between ...

- Arkansas and Nevada
- Arizona and Nebraska

- Arizona and New Mexico
- Arizona and Nevada

2 On **which** river is Hoover Dam? On the ...

- Arizona River
- Mississippi River
- Colorado River
- Snake River

3 **When** was the dam completed?

- in 1931
- in 1935
- in 1924
- in 1937

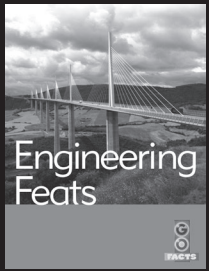
4 **How** many years did it take to build Hoover Dam?

- 24
- six
- four
- five

5 In **what** part of the United States is Hoover Dam? In the ...

- south-west
- west
- north-west
- south

Lesson 136 • Engineering Feats



Name _____

Read the passage.

Circle the name of the city where you can see the Golden Gate Bridge.

Highlight the words that tell us what kind of bridge the Golden Gate Bridge is.

The Golden Gate Bridge is a suspension bridge across the opening of San Francisco Bay.

Many people said a bridge could not be built there. There are strong currents in the bay, and the water is up to 100 metres deep. It is also a very windy and foggy site. The Golden Gate was the longest suspension bridge in the world when it was completed in 1937. The bridge's two main cables connect to each end of the bridge and hold up the road. Each one is made of more than 27 000 thinner cables.

Underline the words that tell us how deep the bay is.

Circle the date that the Golden Gate Bridge was completed.

Colour the words that help us answer question 5.

- 1 Where** is the Golden Gate Bridge? _____

- 2 What** kind of bridge is the Golden Gate Bridge? _____

- 3 How** deep is the water in the bay? _____

- 4 When** was the Golden Gate Bridge completed? _____

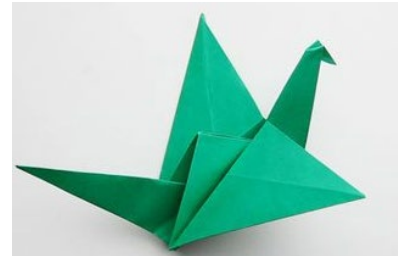
- 5 What** holds up the road? _____

Sadako and the Thousand Paper Cranes

Chapter Seven – Hundreds of Wishes

Chapter Eight – Last Days

Chapter Nine – Racing the Wind



Listen to a reading of Chapters 7-9 <https://youtu.be/A94nURpxhFE>

Write a summary of the final three chapters

Answer the following questions

1. Although the book had a typically sad ending, what was the real meaning of the book?

2. How did the cranes contribute to this?

3. Why are the Cranes an important symbol of hope and faith not just for Sadako, but for other people in Japan that fell ill from the bombings?

4. Sadako's story of courage is still told today. People make wishes by her statue. What stories inspire you? Why?

Year 6 Maths – Term 4, Week 2 – DATA – Graphs – Friday – Lesson 5

Timetables

Hardcopy –

Complete the times table grid

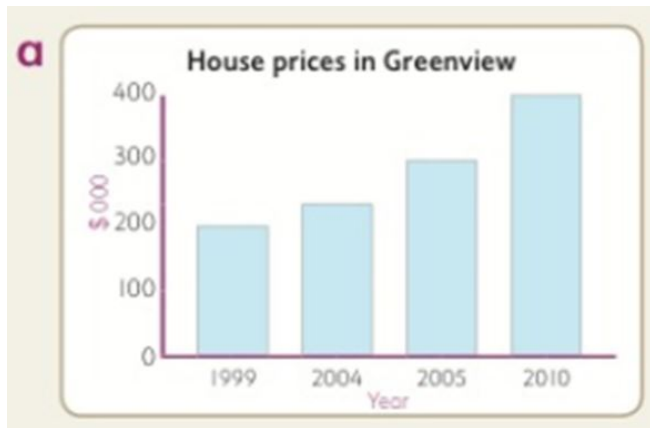
Online – Complete your answers in your MS Form

Rate how you think you went:

Friday 15th October			
1) $9 \times \underline{\quad} = 63$	2) $27 = \underline{\quad} \times 3$	3) $2 \times \underline{\quad} = 20$	4) $\underline{\quad} \times 4 = 36$
5) $16 = \underline{\quad} \times 8$	6) $54 = \underline{\quad} \times 6$	7) $77 = 7 \times \underline{\quad}$	8) $\underline{\quad} \times 6 = 36$
9) $3 \times \underline{\quad} = 21$	10) $8 \times \underline{\quad} = 72$	11) $11 \times \underline{\quad} = 77$	12) $16 = 2 \times \underline{\quad}$
13) $10 = \underline{\quad} \times 5$	14) $44 = \underline{\quad} \times 11$	15) $110 = \underline{\quad} \times 11$	16) $\underline{\quad} \times 10 = 90$
17) $10 \times \underline{\quad} = 90$	18) $36 = 3 \times \underline{\quad}$	19) $\underline{\quad} \times 4 = 48$	20) $\underline{\quad} \times 12 = 108$

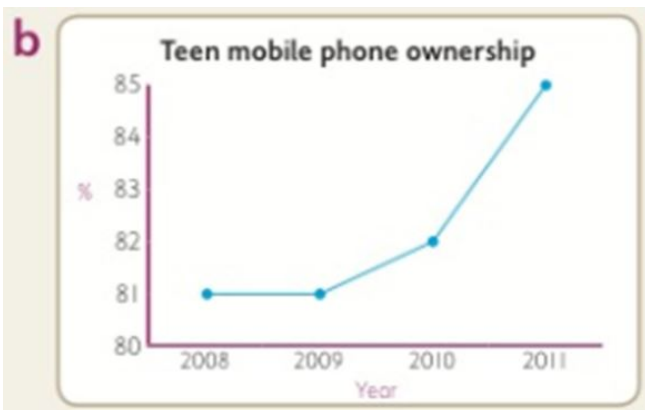


Question 1 For the following graphs you will need to closely observe them and think about your learning this week.



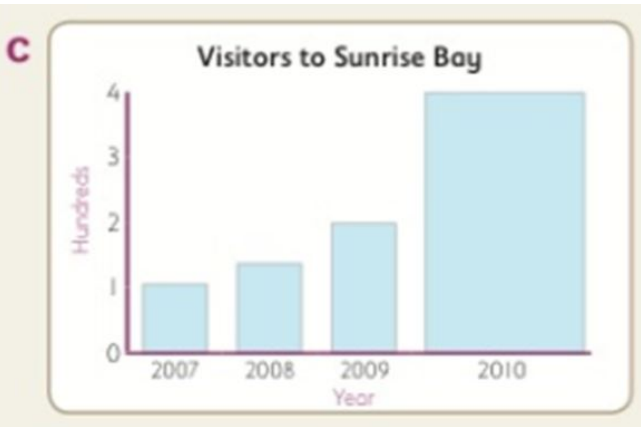
a)(i) Explain in your own words what is shown in the graph and what it represents.

a) (ii) What is misleading about this graph?



b)(i) Explain in your own words what is shown in the graph and what it represents.

b) (ii) What is misleading about this graph?



c)(i) Explain in your own words what is shown in the graph and what it represents.

c) (ii) What is misleading about this graph?



d)(i) Explain in your own words what is shown in the graph and what it represents.

d) (ii) What is misleading about this graph?



e)(i) Explain in your own words what is shown in the graph and what it represents.

e) (ii) What is misleading about this graph?



f)(i) Explain in your own words what is shown in the graph and what it represents.

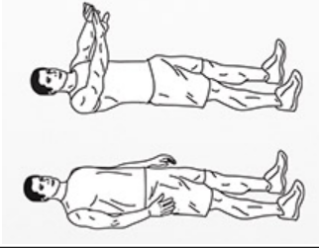




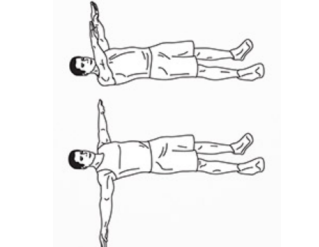




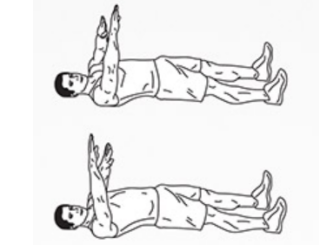




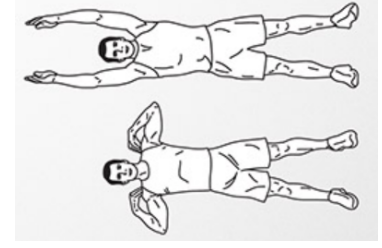




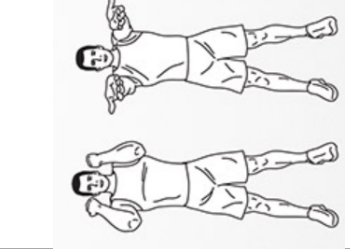




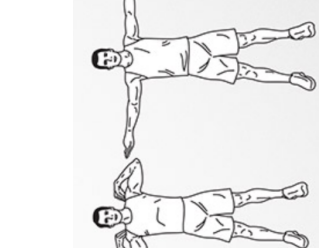




f) (ii) What is misleading about this graph?

Level 1 3 Sets
 Level 2 5 Sets
 Level 3 7 Sets

CAPTAIN ON DECK

Warm Up

Rest
 Up to 2 minutes.

ACTIVITY		ENJOYMENT	REPS
ACTIVITY 1		  	10 Arm Raises
			
ACTIVITY 2		  	10 Arm Extensions
			
ACTIVITY 3		  	10 Arm Scissors
			
ACTIVITY 4		  	10 Shoulder Taps
			
ACTIVITY 5		  	10 Bicep Extensions
			
ACTIVITY 6		  	10 Side Shoulder Taps
			

Two Handed Strike

This week for PE we will be focussing on developing your two handed strike. At the bottom of the page you will see the correct set up to correctly strike a ball.

How to Play Game 1

- Hang a few empty plastic bottles at your child's waist level.
- Have your child bat at the bottles with his hands. He must put his hands together, with arms interlocked and outstretched.
- Repeat the activity, using a newspaper rod.

How to Play Game 2

- Place a ball on top of a paper cone. Position the cone at your child's waist level.
- Get your child to use a newspaper rod to hit the ball towards you, the catcher.
- Have him count the number of successful strikes within a specific time frame.

Game 1

WHAT YOU NEED

- Newspaper rolled up to make a rod
- Paper rolled up to make a cone
- A ball



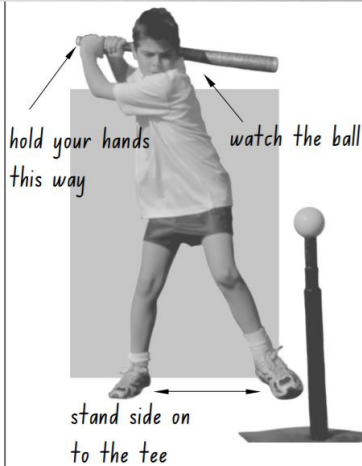
Game 2

WHAT YOU NEED

- Empty plastic bottles
- Newspaper, rolled up to make a rod



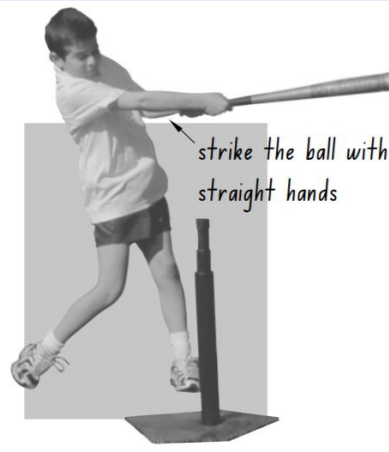
Two handed strike



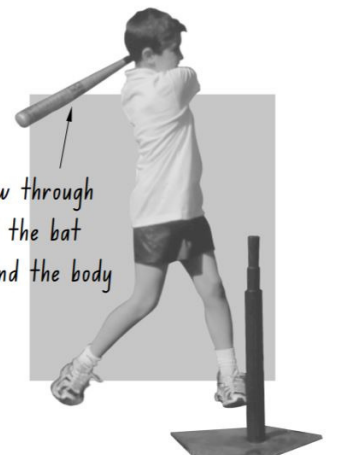
Show me how to ... strike 1



Show me how to ... strike 2



Show me how to ... strike 3



Show me how to ... strike 4

Paper Crane Activity

Follow the instructions below on how to make a paper crane or click on the link to watch a video <https://youtu.be/9kg56qnNTe8>

A square is available on the next page to cut out and use.

How to Make a Paper Crane

1. Take the Origami paper and fold in half diagonally.

2. Fold in half from right to left diagonally again.

3. Spread the pocket out from the inside and fold to make a small square.

4. Your paper should look like this. Now turn it over.

5. Fold point B onto point A, while at the same time folding the paper crease inward so that point C touches point D.

6. Here's the tricky part. Fold left and right corners toward the center line along the red valley line and then fold the top corner along the blue valley line.

7. Note: The folds from step 6 are only to create a crease. Your paper should look like this.

8. Now, open the pocket by pulling the bottom corner up and fold inward along the crease. Some creases will become inverted.

9. The figure should look like this. Be careful to score the edges and corners clearly. Turn over and repeat steps 6, 7, and 8.

10. Fold in lower flaps made in step 9. Now you have the base.

11. Making sure you have the right side up, valley fold on the dotted lines using the top layer only.

12. The figure should look like this. Turn over.

13. Do the same as step 11. Getting hard? Don't give up. You're almost there!

14. Fold inward at the dotted line to form the head.

15. Slightly open the side and bring the head part up like this.

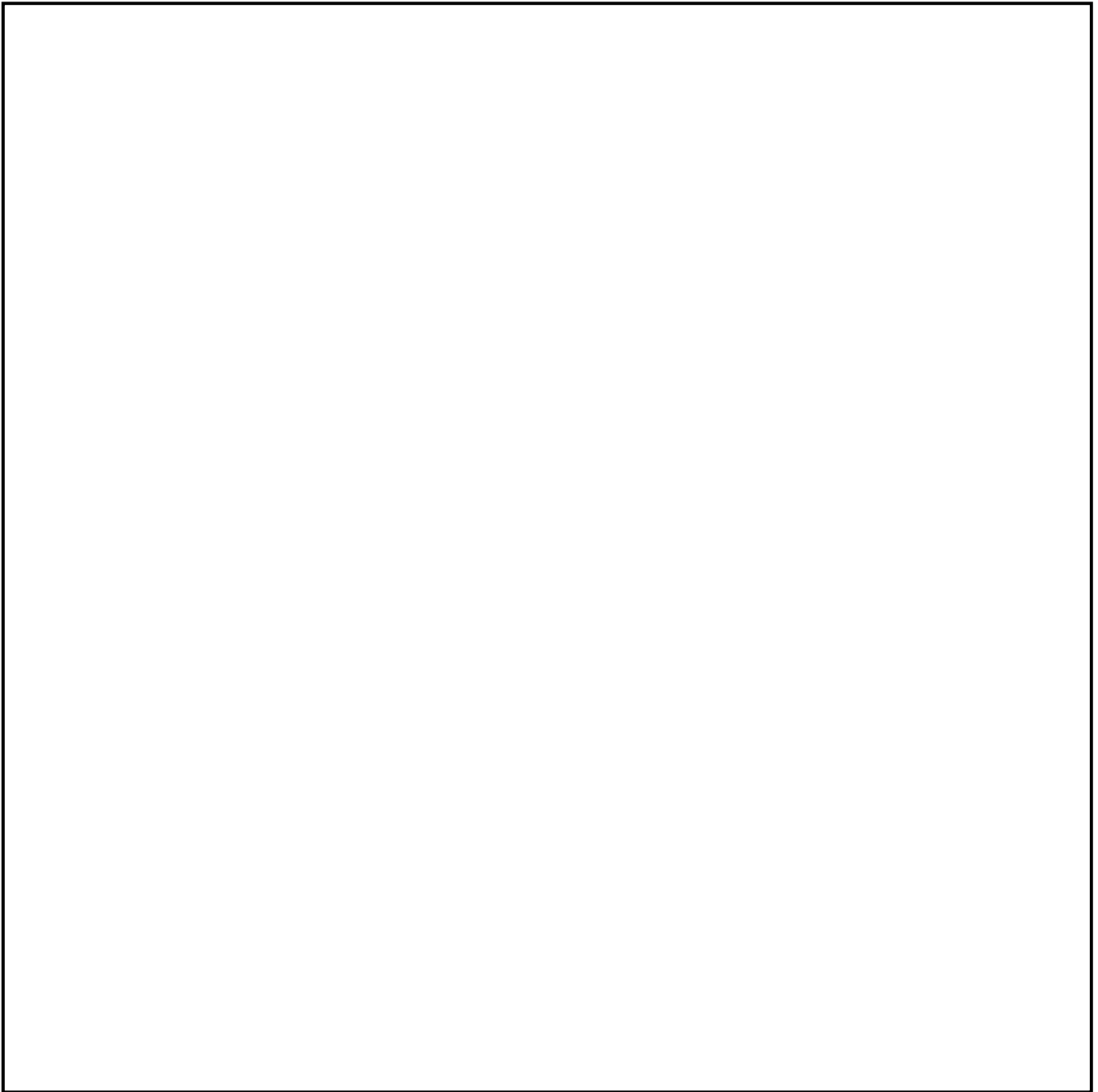
16. Do the same to form the tail on the other side.

17. Reverse fold at dotted lines to form the beak.

18. Bend the wings down and out into the proper position. You can bow in from the bottom.

19. The finished crane.

Cut out the square below to create your paper crane.



Page left blank for cutting.